

DOCUMENT RESUME

ED 119 621

IR 003 080

AUTHOR Martin, Allie Beth; Duggan, Maryann
TITLE Continuing Education for Library Staffs in the Southwest; A Survey and Recommendations.
INSTITUTION Texas Univ., Austin. Graduate School of Library Science.
SPONS AGENCY Southwestern Library Association, Stillwater, Okla.
PUB DATE 75
NOTE 157p.
EDRS PRICE MF-\$0.83 HC-\$8.69 Plus Postage
DESCRIPTORS Interinstitutional Cooperation; *Librarians; Library Cooperation; *Library Education; Library Surveys; Library Technicians; *Professional Continuing Education; Program Planning; Questionnaires; Regional Programs
IDENTIFIERS CELS; Continuing Education for Library Staffs Southwest

ABSTRACT

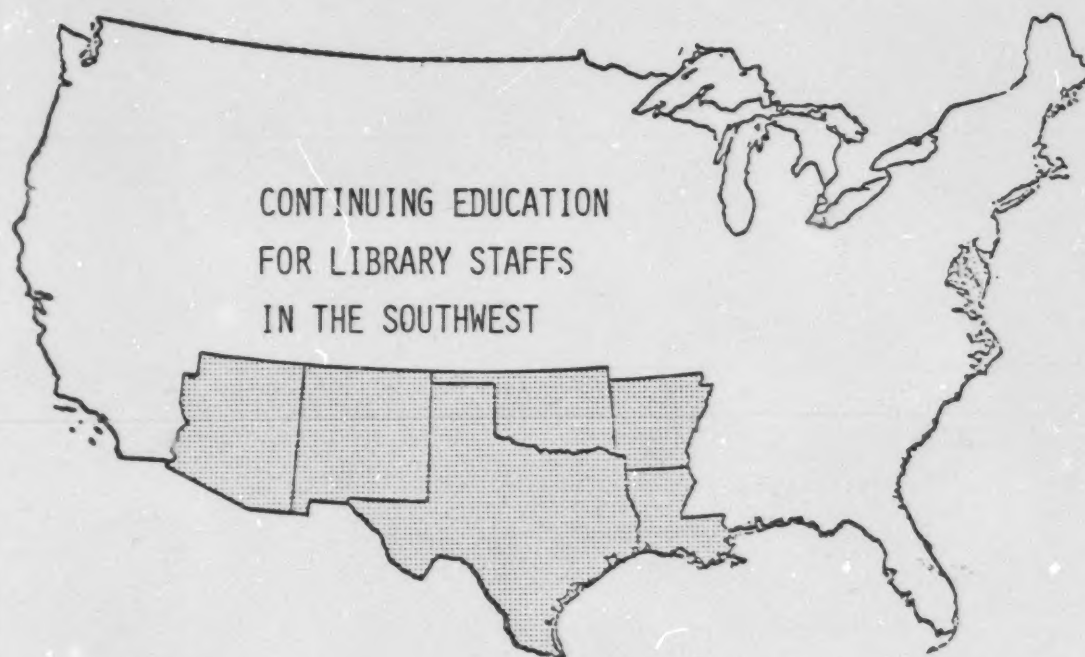
In 1973 a study was made to determine needs and objectives for Continuing Education for Library Staffs in the Southwest (CELS). First background information was gathered on the expressed needs for the study and on activities at the national and regional levels as well as in library schools and other professions. Then a questionnaire was administered to a sampling of state library agencies, library associations, library schools, and individual libraries. The questionnaire was designed to help determine patterns of existing continuing education activities, identify major needs, and develop a program to meet regional needs. Analysis of the data showed that continuing library education programs were fragmented and without coordination. Specific needs were identified, along with some barriers to effective coordinated programs. The major recommendation growing from the study was that the Southwest Library Association assume responsibility for developing a continuing education program for the library community in the Southwest cooperatively with state, regional, and national groups; library schools; employing institutions; and individuals. This program was developed in great detail and many of its components have been put into operation. Appendixes contain working papers for the study and information on existing programs. (Author/LS)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED119621

SOUTHWESTERN LIBRARY INTERSTATE COOPERATIVE ENDEAVOR (SLICE)

A Project of the
SOUTHWESTERN LIBRARY ASSOCIATION



ALLIE BETH MARTIN
MARYANN DUGGAN

PUBLISHED FOR THE SOUTHWESTERN LIBRARY ASSOCIATION
BY THE GRADUATE SCHOOL OF LIBRARY SCIENCE
THE UNIVERSITY OF TEXAS AT AUSTIN

1975

IR 003080

SOUTHWESTERN LIBRARY INTERSTATE COOPERATIVE ENDEAVOR (SLICE)

A Project of the
SOUTHWESTERN LIBRARY ASSOCIATION

CONTINUING EDUCATION

FOR LIBRARY STAFFS

IN THE SOUTHWEST

A SURVEY AND RECOMMENDATIONS

"While continuing education will not cure all the problems
of a profession, without it no cure is possible."

Cyril O. Houle

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

Allie Beth Martin
Maryann Duggan

PUBLISHED FOR THE SOUTHWESTERN LIBRARY ASSOCIATION
BY THE GRADUATE SCHOOL OF LIBRARY SCIENCE
THE UNIVERSITY OF TEXAS AT AUSTIN
1975

CONTINUING EDUCATION FOR LIBRARY STAFFS
IN THE SOUTHWEST (CELS)

Allie Beth Martin, Project Director

Maryann Duggan, SLICE Office Director

Project Advisors

Lee Brawner
Pearce Grove
Heartsill Young

Consultants

Barbara Conroy
Peter Hiatt
S. Janice Kee
Elizabeth Stone
Roderick Swartz
Julie Virgo

Financed by the State Library
Agencies in the Southwestern
Library Association:

The Arizona State Department of
Library and Archives
Marguerite Cooley, Librarian

The Arkansas Library Commission
Frances Neal, Librarian &
Executive Secretary

The Louisiana State Library
Sallie J. Farrell, Librarian

The New Mexico State Library
C. Edwin Dowlin, State Librarian

The Oklahoma State Department of
Libraries
Ralph H. Funk, Director

The Texas State Library and Historical
Commission
Dorman H. Winfrey, Librarian

The Graduate School of Library Science of The University of Texas at Austin is pleased to serve as publisher of this survey of continuing library education in the Southwest.

The survey is a landmark in the development of continuing library education in the Southwest. The Southwestern Library Association has utilized the information it contains in planning its continuing library education program. It is hoped that other groups and individuals in the region will find it useful for the same purpose and that it will stimulate the development of programs outside the region as well.

The typescript was prepared by the Southwestern Library Interstate Cooperative Endeavor (SLICE) and is published as submitted to the Graduate School of Library Science.

C. G. Sparks, Dean
Graduate School of Library Science
The University of Texas at Austin

ACKNOWLEDGMENT

The CELS project and the resulting report and recommendations would not have been possible without the cooperation and assistance of many persons and organizations. The funding of the project was contributed by the six state library agencies from their LSCA Title III grants. The SLICE office, which assisted in coordinating the project, would not be in existence without the organizational support of the SWLA Board and membership and the financial support of the Council on Library Resources.

The survey data could not have been collected without the assistance of the 112 librarians who took the time to complete the lengthy questionnaires. The success of the Strategy Meeting would not have been possible without the enthusiastic participation of the graduate library education agencies in these six states. The twenty-four reviewers contributed substantive critiques which vastly improved the first edition of the report. All of these people gave freely of their time with no financial reimbursement of travel expenses. Rod Swartz and Julie Virgo freely shared their experiences at no cost to the project. S. Janice Kee shared her extensive background in continuing education, thereby making a major contribution. Elizabeth Stone and Muriel Fuller gave freely of their wealth of experience and time over weekends and holidays.

But it took Allie Beth Martin, in her own indomitable way, to pull this mass of data together and apply her keen insight to develop the constructive recommendations contained herein. The SLICE office staff has considered it a rewarding experience to be able to work with these outstanding people who really produced this report.

Maryann Duggan
SLICE Office Director

FOREWORD

Continuing education promises to be a high priority library topic in the 70's. The national picture is bright. The publication of the report to the National Commission on Libraries and Information Science on continuing education, with its recommendations for a national network, the Continuing Library Education Network and Exchange (CLENE), shows commitment on the highest level. A committee has been formed of library educators and continuing education specialists from all over the U.S. to seek funding to start the project and to establish an office and staff. The CELS Coordinator is a member of this group.

The CELS project of the Southwestern Library Association (SWLA) is being studied by the committee, since it is a regional model similar to the proposed national model. The CELS office in Dallas is one of several locations being considered as a headquarters for CLENE.

ALA's Office of Library Personnel Resources (OLPR), now under the direction of Margaret Myers, has put a new emphasis on continuing education. A useful calendar of continuing education activities is published in OLPR's Newsletter. OLPR plans to work closely with CELS and other library groups active in continuing education. Many regional organizations are considering what action they should take to encourage and stimulate efforts in this field. This survey of the Southwest will be helpful to these and other groups.

The initial survey of the Southwest was made during 1973. The data were tabulated and circulated to members of SWLA so that an on-going program could be achieved. Although the publication of the report was initially delayed, action on it was not, providing a unique opportunity for the editors to include their comments on how the recommendations resulting from the survey were actually implemented.

This This introduction will review the events of the past months that led to the establishment of a full time continuing education operation in the SLICE office. The report established the need for regional cooperation and coordination. The steps taken to develop a closely-knit program are documented here.

As a result of the report's recommendation, SWLA and other components of a continuing education network, such as the state library agencies, the state associations and others, have accepted the responsibilities outlined for each. Many have designated specific individuals to work directly with the CELS office. All are contributing support by supplying expertise and by encouraging involvement of their staffs and membership in continuing education efforts. An active network is being formed. Specialists are being developed who can aid in training and program development.

The time table outlined in the report on page 22 was met in most instances. The CELS Advisory Group was established in February, 1974. It has since been restructured to include continuing education practitioners in the region as well as the deans of the library schools. The funding for the project was obtained, and a search for the coordinator began. Peggy O'Donnell, formerly of the Bay Area Reference Center, accepted the position of SLICE Office Director and CELS Coordinator in November, 1974. The program was in full swing by January 1, 1975.

The CELS staff and office costs are totally funded through July, 1976. The CELS Project has received funds for these expenses from three of the four recommended sources of income listed in this report. The bulk of the money for the project is provided by the six state libraries from their LSCA funds. To augment this funding the SWLA Membership voted to double the dues rates at its conference in Galveston in October, 1974. A major

portion of the increase is earmarked for continuing education. Additionally, a successful preconference institute on cataloging non-print media added \$2,600 to the CELS coffers. At the present time funds for program development are being sought from several sources.

The Southwestern Library Association was also awarded a grant from the U.S. Office of Education for an institute for training trainers in the techniques of continuing education. The institute, directed by Dr. Donald Foos, was held at Louisiana State University-Baton Rouge in March, 1975. Thirty participants from the Southwest attended. The thirty institute attendees and the others they will train will form the basis for a continuing education network in the region.

In order to develop programs that really meet the needs of the library staffs in the Southwest, the SWLA Continuing Education Interest Group designed a survey form that has been distributed widely in the region through the help of the state library associations. Preliminary results showed that the topics most in demand are management, personnel administration, audio-visual techniques and automation. The one-day workshop was chosen the most popular format. A complete report on the results of this survey will be published.

At the present time SWLA has developed a program on automation for libraries. In conjunction with other agencies it is working on a continuing education series in management and personnel administration. Planning is also being done in the areas of reference service and training in the development of community programs by libraries.

Initial steps have been taken to establish a reward system and an effective means of program evaluation. Activities of the CELS office are reported in Update, which is published irregularly.

This summary highlights some of the activities that have been generated by the Martin-Duggan survey. Interest in continuing education has never been higher. Now the opportunity to channel that interest into meaningful activities which will directly affect library staffs is here. Regional continuing education is on its way.

Peggy O'Donnell
CELS Coordinator
Southwestern Library Association
March, 1975

CONTINUING EDUCATION FOR LIBRARY STAFFS
IN THE SOUTHWEST (CELS)

TABLE OF CONTENTS

	<u>Page</u>
I. <u>Introduction and Background</u>	1
A. Expressed Needs for the Study	1
B. Definition of Continuing Education	2
C. National Level Activities	3
D. Regional Level Activities	5
E. Library School Activities	6
F. Activities of Other Professions	6
II. <u>Conclusions and Recommendations</u>	8
A. Major Recommendation	9
B. Rationale for Recommendation	9
C. Conceptual Outline of the Proposed Model	12
D. Recommended Organizational Structure for the Proposed CELS Project	13
E. Characteristics of the Proposed Model	15
F. Proposed Responsibilities for the Components of the Model	17
G. Financing and Implementing the Recommendations	21
III. <u>Procedure and Methodology of the CELS Study</u>	23
A. The Survey of Continuing Education in the Region	23
B. The Strategy Meeting for Regional Planning.	24
C. The Review and Critique of the Plan	25
IV. <u>Summary of the Results of the Survey of Continuing Education as It Exists in the Southwest:</u>	25
A. State Library Agencies.	25
B. Public Libraries.	29
C. Senior and Community College Libraries.	32
D. School Library Systems.	34
E. Graduate Library Schools.	35
F. Library Associations.	38
V. <u>Conclusions from the Survey Data.</u>	41

IV. Appendicies

Definitions	A-1
A Review of Institutes for Training in Librarianship in the Southwest, Fiscal Years 1968-1972, Funded Under Title II-B of the Higher Education Act of 1965--Compiled by S. Janice Kee.	A-2
Model for Indentification of Continuing Education Needs at the Individual Level, as Proposed by Margaret Goggin	A-3
Distribution of CELS Survey Instrument Sent and Returned by States and Type of Library or Agency	A-4
List of Recipients of CELS Survey Instruments	A-5
Data Gathered from the Survey Instruments	A-6
List of Participants in the CELS Strategy Meeting of May 19, 1973, and Summary of that Meeting.	A-7
List of Reviewers Who Critiqued the First Draft of the CELS Report	A-8
List of Topics Suggested by the Oklahoma Department of Libraries for Continuing Education Programs.	A-9
Dallas County Library Association Special Series in Continuing Education	A-10
Bibliography.	A-11

I. INTRODUCTION AND BACKGROUND

This report recommends that the Southwestern Library Association assume a leadership role in cooperatively developing with other agencies a planned and on-going continuing education program for library staffs in the Southwest. It is not a scholarly "research" study; it is a pragmatic factual survey and interpretative of various aspects of the continuing education scene reflected in the Southwest as of 1972/1973 as determined by the CELS project. The CELS (Continuing Education for Library Staffs in the Southwest) project was authorized and financed within the region. It is hoped it will be another landmark in southwestern library development and that it may be a model for multi-state action in the emerging national mosaic of continuing library education.

A. Expressed Needs for the Study

The study stems from the expressed needs of the libraries in the six state in the Southwestern Library Association (SWLA). The ALA Goals Award Survey of the Southwestern Library Association conducted by Grace T. Stevenson states:

"One of the programs most frequently listed as needed was continuing education, at all levels, in all forms, and covering all subject matter. There were many requests for educational opportunities at the regional level and within the states."¹

Again, at the September, 1970, meeting of library leaders from the Southwest (known as "Six Flags" meeting) continuing education was identified as the highest priority in the list of eleven regionwide needs. The following are the priority items in the report of the meeting prepared by Ralph Funk, Chairman of the Interstate Cooperation Committee for the SWLA Executive Board:

1. Education of library personnel, pre-service and post-service, including continuing education
2. Improved access to all resources
3. Bibliographical control (particularly of state and municipal documents)
4. Reaching non-users, including the urban and rural disadvantaged and those in sparsely settled geographic areas

¹Grace T. Stevenson, ALA Chapter Relationships - National, Regional, and State (Chicago: American Library Association, 1971), pp. 101-102.

5. Shared data processing expertise and products
6. Development of a library research center to provide information for better state and regional planning
7. Resources directory of strengths in the region
8. Shared personnel and expertise in program development and implementation
9. Establishment of some sort of "clearing house" to provide communication and information on projects being planned or undertaken in the region
10. Project coordination for the region
11. Exchange of library science students

As a result of the "Six Flags" meeting a project proposal requesting \$25,000 was presented by SWLA to the Council on Library Resources (CLR). The funds were granted and an office, Southwestern Library Interstate Cooperative Endeavor (SLICE), was established. The SLICE office, now in its second year of CLR funding, has focused its attention on library needs of the region which can be better met through inter-state cooperation. Its governing board is made up of a SLICE Advisory Council composed of the state librarians and the presidents-elect of the library associations of the six states in the region (Arkansas, Arizona, Louisiana, New Mexico, Oklahoma and Texas), the president, president-elect and past president of SWLA.

Subsequently, the six state librarians further underscored the continuing education needs of the region when each contributed \$2,000 to SLICE. These funds have made possible this CELS study.

B. Definition of Continuing Education

"Continuing education" means many things to many people and involves an interplay of organizations, people, programs, funds, staffing levels, career goals, institutional goals, etc. For purpose of this study, Cyril O. Houle's definition of continuing education was the basis:

"Any kind of learning or teaching which extends or builds upon previous experience in the same general realm of knowledge and whose specific goals are not intended to terminate all study in that realm. It implies that the learner has studied some related body of content previously that is carrying on the process further; it implies that the program depends upon his having done so; and it implies that he proposes to continue such learning in the future."

As will be shown in this report, this definition has undergone modification through the study as the picture at the national, regional state, and local level changed and clarified.²

The Southwestern Library Association is not alone in its concern for continuing education.

C. National Level Activities

The National Commission on Libraries and Information Science (NCLIS) sought to assess the needs of the library community throughout the country by means of regional hearings in 1972 and 1973. The need for emphasis on continuing education was repeatedly expressed in these hearings by library associations, schools of library science, library directors, and their employees. As a result, NCLIS has commissioned a study (to be completed in the late spring of 1974) which will result in recommendations for a nationwide program of continuing education. The project is being conducted at the Library School at The Catholic University of America and is directed by Elizabeth Stone. As of September 20, 1973, this project had tentatively adopted the following initial definition for continuing education:

"That education which the individual perceives will enhance his or her total job competence."

The U. S. Office of Education has recognized a national need for continuing education opportunities for library staffs for the past several years. In an effort to help meet this need, federal funds have been available to partially sponsor special institutes or training programs. A summary of those planned and offered in the Southwest is attached in Appendix 2.

The Association of American Library Schools (AALS) has recognized the need for more attention to continuing education by establishing a permanent Committee on Continuing Education. This Committee has moved quickly to develop a network of Continuing Library Education (CLEN) throughout the United States and Canada. The AALS working

² See Appendix 1 for definitions of terms.

statement summarized the importance of continuing education as follows:

"Continuing education is essential for all library personnel, whether they remain within a position category or are preparing to move into a higher one. The best library education can become obsolete in a few years, unless the librarian makes a very determined effort to continue his or her education.

The gap between knowledge and application grows wider for several reasons: rapid advances in research; unequal distribution of opportunities for continuing library education; patterns of education opportunities and of dissemination of knowledge which are not efficient in terms of the librarian-student's needs."³

The American Library Association's policy statement on Library Education and Manpower adopted in 1970 also includes a strong statement on continuing education:

"Continuing Education is essential for all library personnel, professional and supportive, whether they remain within a position category or are preparing to move into a higher one. Continuing education opportunities include both formal and informal learning situations, and need not be limited to library subjects or the offerings of library schools."⁴

The American Library Association has brought together offices and committees responsible for various aspects of manpower in its new Office for Library Personnel Resources which will share a secretary with the Library Education Division. This reorganization within ALA under the direction of a library educator, Peggy Sullivan, places new emphasis on the various aspects of personnel development.

The Public Library Goals Study, A Strategy for Public Library Change, cited as one of its highest priorities for action:

"There is an urgent need for concentration on training and re-training of the practitioners--those presently performing and those who will follow--to enable them to know how to establish goals for individual libraries, how to develop libraries which will continually change the society and perform efficiently in the community."⁵

³ Association of American Library Schools, Committee on Continuing Library Education, "Proposed Working Statement on Continuing Education for the Profession," approved by the AALS Executive Board, October 1973. (Mimeographed.)

⁴ American Library Association, "Library Education and Manpower: ALA Policy Proposal," American Libraries 1 (April 1970):344.

⁵ Public Library Association, A Strategy for Public Library Change (Chicago: American Library Association, 1972), p. 50.

As a result, within the Public Library Association (PLA) a Task Force on Continuing Education is at work. Its emphasis on continuing education for staffs of public libraries stems from the barriers to future public library development identified in the Goals Study:

"There was general expression from the respondents that library education is failing to respond to the educational needs of public libraries either in the formal academic program leading to a degree or in meeting continuing education needs."⁶

The Medical Library Association (MLA) feels that continuing education is so essential to the field that a full-time coordinator has been employed and a national program launched. This program involves assessment of needs, certification of various grades of medical librarians sponsoring approved training courses (for fee) in connection with national and regional meetings, and seeking funding for preparation of individualized instructional packages.

D. Regional Level Activities

Under the umbrella of WICHE (Western Interstate Commission for Higher Education), the Western Council on Continuing Education for Library Personnel serves five states: Alaska, Arizona, Montana, Nevada, and Washington. Peter Hiatt, Director, summarizes the rationale for this multi-state operation:

"By sharing multi-state resources, problems and experiments, WICHE is in a position to mount experimental programming and to evaluate techniques, materials, and results...The overview offered by a multi-state operation makes it possible to develop programs which not only meet a real need, but which also contribute to an educational matrix which can result in a planned, continuous program of continuing education, rather than in the usual scattershot approach of unrelated, uncoordinated institutes, workshops, courses, and packages."⁷

Several regional library associations have continuing education as a major thrust. Both the New England Library Association with its "Outreach Network" approach developed under the leadership of Barbara Conroy and the Pacific Northwest Library Association with its annual conference workshops initiated under the presidency of Mary Ann Reynolds have continuing education as central responsibilities.

⁶ Ibid., p. 32.

⁷ Peter Hiatt, "WICHE Continuing Education Program for Library Personnel," Illinois Libraries 55 (May 1973):336.

E. Library School Activities

Individual library schools are also placing new emphasis on continuing education. The College of Library Science at the University of Kentucky has recently adopted the following "Public Service Objectives" as a part of its official statement of Purpose and Objectives:

"Objective 1: To provide practicing librarians with opportunities for continuing education which will advance and update their awareness of current activities and developments in library operations and services.

Objective 2: To provide consulting services to individuals, libraries, professional organizations and related institutions to the end of promoting effective and efficient library service.

Objective 3: To participate in the development and maintenance of a communication system with other library agencies within the Commonwealth of Kentucky and to cooperate with them and others in strengthening all types of library service.

Objective 4: To participate actively in local, state, regional and national professional organizations in order to contribute to the solution of problems facing the profession and to maintain an awareness of the concerns of the profession."

F. Activities of Other Professions

Other professions have recognized the necessity for continuing education and have implemented ideas still in the talking stages in the library world.

"The professional association crowns all other efforts at continuing education and bears the chief collective responsibility of it...a manifest function of every professional association is the continuing education of its membership; indeed, scarcely any other function is more manifest and has a larger tradition than this one."⁸

Other professions have already recognized the necessity for continuing education and have developed continuing education opportunities for their members. Doctors, nurses, bankers, engineers, architects, ministers, business managers are but a few other disciplines far ahead of librarians. These are described in Elizabeth Stone's recent study.⁹

⁸ Cyril O. Houle, quoted in Factors Related to the Professional Development of Librarians, by Elizabeth W. Stone (Metuchen, N.J.: Scarecrow Press, 1969), pp. 176-77.

⁹ Elizabeth W. Stone, Continuing Library Education as Viewed in Relation to Other Continuing Professional Education Movements (Washington, D.C., American Society for Information Science, 1974).

Thus, the Southwest was not alone in its concern for continuing education for library staffs. The CELS project was initiated in 1972 to come to grips with the problems and the opportunities in the context of the regional and local situation in the Southwest.

II. CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study is to assess continuing education of library staffs in the six Southwestern Library Association states-- Arizona, Arkansas, Louisiana, New Mexico, Oklahoma and Texas--and to propose a plan of action designed to meet the needs of the region as perceived from the survey and study. It is based on the assumption that although the library community purportedly places high priority on the need for continuing education, with a few marked exceptions, current efforts are grossly inadequate to meet needs. It is also based on an assumption that only through involving library staffs at all levels will it be possible to bring about the meaningful improvements in library services demanded in this changing world.

In order to accomplish this study, information on the extent and kind of continuing education of library staffs in the Southwest was collected by means of a questionnaire directed to a sample of the various components of the profession responsible for continuing education: state library agencies, library associations, library schools, and individual libraries.¹⁰ Returns from the questionnaire supported the basic assumption regarding limited continuing education opportunities throughout the region. It found that isolated successful programs lack coordination and continuity and that these were often unrelated to planning and goals in the various states and individual libraries. (Details of the survey findings - and other functional conclusions - are contained in Sections III and following.)

Findings of the survey were next re-examined in a strategy meeting attended by (1) the SLICE Council (state library representatives, presidents-elect of state library associations and officers of SWLA), (2) library educators from the graduate library schools in the region and, (3) a group of national leaders in library continuing education serving as project consultants. Preliminary design of an action plan was also initiated at this strategy meeting. The questionnaire results and the reactions from the strategy group form the basis for the recommendations

¹⁰ Individual library staff members were not surveyed during this pilot study.

which follow. Additionally, responses from 24 reviewers of the initial draft of this report have further contributed to the recommendation.

A. Major Recommendation

The principal recommendation of this study is that the Southwestern Library Association assume the responsibility for developing a meaningful and viable continuing education program for the library community in the southwest cooperatively with state, regional and national groups, library schools, employing institutions and individuals.

The remaining portion of this section of this report presents the rationale for this recommendation and a specific plan for achieving this goal.

B. Rationale for Recommendation

As has been previously briefly described, a meaningful continuing education effort must involve a variety of components. Each of these components was reviewed in this survey, and it is the conclusion that none of these components alone can develop the type of continuing education program needed in the Southwest. The rationale of this conclusion and the principal recommendation is as follows:

1. State Libraries - These agencies are in a prime position to assume a major role in meeting the continuing education needs of the region. They are already actively engaged in the planning process and in varying degrees of continuing education. Lack of personnel and shortage of funds appear to be major barriers. All of the state libraries are suffering from budgetary problems as a result of federal cutbacks. None of the state libraries has a person assigned to continuing education as a full-time responsibility at this time.
2. Individual Libraries - Individual libraries might seem best equipped to assume responsibility for continuing education since they are directly responsible for meeting the needs of individual citizens. However, they lack not only time and money for continuing education but many lack expertise in planning and management as well as the learning process. Many librarians in the Southwest have not had fundamental library training. In many cases, they need basic library education before continuing education is initiated, using Houle's definition.

3. Library Schools - Most of the schools in the region view continuing education as one of their functions and fulfill it in varying degrees. Library educators are expert in the educational process and continuing education is a natural component of the broad field of library education. However, there are deterrents to the library schools' assuming the principal role in continuing education:
 - a. Unequal geographic distribution - Four schools are in Texas. Two states have no graduate program.
 - b. University systems place primary emphasis on formal course work on campus instead of extension service or non-credit programs.
 - c. Techniques of facilitating learning in continuing education vary greatly from those used in the formal classroom. The "Ivory Tower" can be a barrier.
 - d. Continuing education must stem from goals determined by the workers and by individual institutions. This concept is an integral part of the implementation of these goals.
4. State Associations - The various state associations are recognizing responsibility for the continuing education of their members but are hampered by lack of continuity in assuming the major responsibility. Their officers and committees change annually. They express the need for leadership and stimulation and for guidelines and knowledge of successful experience with continuing education elsewhere. Financial resources within individual state associations are also limited.
5. National Agencies - The current national plan for continuing library education being developed with funds from the National Commission of Libraries and Information Science promises to provide guidance in the future on a broad scale. Recent cutbacks in federal funds limit the prospects that major reliance can be placed on the federal government as a source of continuing education money or programs.

6. Individuals - As members of a profession, individuals working in libraries have a responsibility for their own continuing education and they must make a commitment of their own time and money. This commitment requires the support of their employing institutions and of the associations of which they are members. Individuals alone cannot implement a region-wide effort without some organizational structure.
7. Adapt patterns from other disciplines - Both plans and methodology for continuing education exist in other professions. Along with many similarities to other disciplines librarianship also has its own unique continuing education requirements and other "delivery systems" or content are not always applicable.
8. Inaction - One alternative confronting the library profession and the CELS project is obviously to "do nothing". This may well be the course adopted by some individuals and institutions. Without a concerted and coordinated effort a good deal may happen anyway, but past experience indicates it will be uncoordinated and duplicative.
9. SWLA - All of the above alternatives except "doing nothing" have promise. Each has a contribution to resolving the continuing education needs of libraries and library staffs of the Southwest. The regional association, SWLA, provides the logical vehicle for maximizing these contributions and minimizing the barriers inherent in each. It can assume the central role and incorporate the best of all suggested alternatives and agency efforts. It is recommended that the SLICE Office of SWLA assume the leadership role in the proposed model which follows by organizing a CELS project.

C. Conceptual Outline of the Proposed Model

The conceptual outline of a model which will provide for achieving the major recommendation is as follows:

1. Mission:

- a. To help individuals working in libraries in the Southwest to respond to the continually changing needs of their communities.
- b. To improve library service in its broadest sense by improving library staffs at all levels, (professional, para-professional, clerical) in all sizes and types of libraries and in all locations in the Southwest. Library trustees will also be included as participants in the continuing education activities.
- c. To help the total library community meet its objectives of improved library services through staff development and use of new technologies as an integral part of library planning and programming.

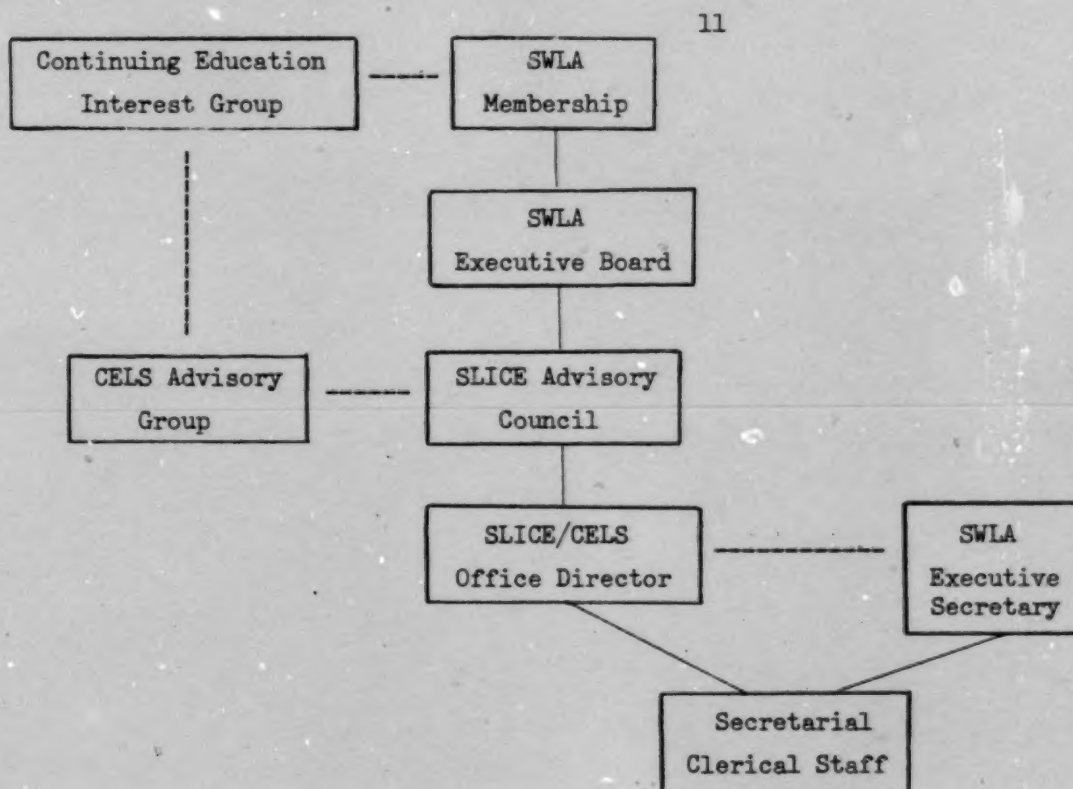
2. Goals:

- a. To create an awareness and sense of need for continuing education of library staffs on the part of employers and individuals and to insure that it is a concomitant part of planning and development in today's changing libraries.
- b. To create an organizational structure to plan, finance and provide responsive continuing education activities.
- c. To coordinate efforts of various suppliers of continuing education in order to insure maximum use of existing resources and eliminate duplication of effort.
- d. To provide continuing education opportunities at regional, state and local levels in varying designs or packages as needed.
- e. To build in quality control through user evaluations and review by experts within and without the region.
- f. To encourage diversity in the design of continuing education responsive to the needs and priorities of the various states, of individual libraries, and of individual staff members.
- g. To develop a reward system, consistent with the national plan, recognizing the responsibility of the employing institutions.

D. Recommended Organizational Structure for the Proposed CELS Project

Granted the rationale that SWLA is the logical vehicle for developing a meaningful continuing education effort in the Southwest designed to achieve the above itemized missions and goals, the question then arises as to the mechanism for implementing this responsibility within SWLA.

During the strategy session on May 19, 1973, the consensus of those participating was that the continuing education efforts should be affiliated with the SLICE Office of SWLA. The following is offered as an outline of an organizational structure which will facilitate this arrangement.



¹¹ The outline was revised in December, 1974.

The purpose of the above organizational structure is to enhance the CELS project by integrating it with the existing SLICE Office activities and the resources of the SWLA Executive Secretary's office. In this manner, all three of these SWLA functions can share their resources, such as clerical staff, office equipment and telephone facilities, membership data, and unique resource information concerning library development in the region.

It is believed that the proposed organizational structure makes good sense. One of the major purposes of the SLICE activities is to bring about the improvement of library service in the region. To achieve this goal will require continuing education of library staffs in the region. Thus, the CELS project and the SLICE project are interdependent and must have two-way communication and interaction in order for either project to be successful. SLICE/CELS and the SWLA Executive Secretary must open and maintain two-way communication with libraries, state library agencies, national, regional and state library associations, undergraduate and graduate library education programs, and the individual members working in libraries, as well as the state education agencies. Neither SLICE/CELS, or SWLA can be effective unless these communications are maintained. The proposed organizational structure is designed to facilitate these two-way communications.

By placing the CELS project within the SLICE activity, full advantage can be taken of the already existing SLICE Advisory Council to insure that the CELS project is responsive to the needs of the region and will support objectives for library development in each state. The special CELS Advisory Group would be composed of the existing SLICE Advisory Council plus representatives from the library educational

26 agencies in the region and a SWLA Interest Group on Continuing Education.¹²

¹² This Interest Group was formed on February 8, 1974, at the CELS Advisory Group meeting.

This proposed organizational structure also provides an accountability to the SWLA Executive Board, which is ultimately responsible to the SWLA membership. It is envisioned that this organizational structure will be dynamic and interactive, yet provide clear-cut lines of control, responsibility, and accountability.

E. Characteristics of the Proposed Model

The following paragraphs are an effort to further describe the nature, characteristics and functions of the proposed model.

1. Further Assessment of Individual and Institutional Needs

The content of the continuing education offerings must be oriented to those subject fields which will assist library staffs in planning and implementation of plans if the continuing education effort is to have long term effectiveness. Priority subject fields will be identified by determining specific needs of individual libraries and librarians.

2. Linkage of Expertise with Expressed Needs

A core of skilled specialists in continuing education with subject strength in needed fields will be identified and developed. These will be working librarians and educators in state library agencies, library schools, and individual libraries throughout the region. These specialists will serve as consultants and facilitators within the region through the coordination efforts of the CELS project.

3. Packaging of Continuing Education Materials

The subject fields to be covered in the continuing education offerings will be developed in a variety of media suitable for use in individual or group learning situations. These might be

prepared by the core of continuing education specialists and/or developed for CELS on contract. These offerings should be adaptable to various settings such as rural and metropolitan areas or large and small libraries as well as library systems.

4. Matching Content with Levels of Need

The continuing education offerings should be of increasing difficulty within each subject field. This gradation would enable an individual or a group to enter into the learning experience in the level suitable to their individual needs. For example, a learning series on the practical aspects of acquisitions might be as follows:

- Package #1: How to order current books, records to keep, etc.
- Package #2: Out-of-print books
- Package #3: How to select jobbers
What a jobber can do for your library
- Package #4: Acquisition of foreign books, problems and procedures
- Package #5: Allocation of book budgets
- Package #6: Computer-based acquisition control

A para-professional might start with #1, a beginning librarian with #4 and middle management with #5. All those working with acquisitions in the Southwest would be able to reinforce their knowledge and add to it in a planned method.¹³

5. Use of the Most Effective Educational Technology

Due to the diversity of the needs and levels in the region, a meaningful continuing education program will require the use of a variety of instructional methodologies and technologies. All of the following will be considered and used as appropriate:

- (a) Workshops
- (b) Conference Programs
- (c) Seminars
- (d) Packages for individual learners

¹³ Suggested by Margaret Goggin, Dean of the University of Denver Graduate School of Librarianship.

- (e) Video tapes
- (f) Cable TV
- (g) Audio and Video cassettes

6. Recognition of Individual Needs

The differing needs of both varying kind and size of libraries will be recognized.

7. Reward System

As indicated by this and other studies of continuing education, a reward system is an integral component in an effective continuing education program. An appropriate reward system will be devised and made operational. The role of certification in this reward system will be considered.

8. Continuous Evaluation

The necessity for continuous evaluation is recognized. A mechanism for a continuous assessment of needs and evaluation of programs from the grass roots will be set up.

9. Articulation with Other Plans

The proposed regional program will mesh with developing national plans and activities of other regions concerned with continuing library education.

F. Proposed Responsibilities for the Components of the Model

The CELS Survey identified seven organizational components of a valid continuing education program, as described below. Each of these components has certain responsibilities in the continuing education matrix if a successful program is to be launched. Some of these responsibilities are being fulfilled presently by some of the components; other responsibilities or components are now lacking or inactive. Each component is vital and unique and the failure of any

one to fulfill its responsibility cannot be adequately compensated for by another. Each has a role to play outlined as follows and further identified by the chart on page 20.

1. SWLA

- a. Authorize creation of CELS Project.
- b. Organize an Interest Group in continuing education. (The new organizational pattern of the association offers an opportunity for expanding traditional committee activity.)
- c. Help finance CELS through increased dues.
- d. Commit conference time to continuing education.
- e. Provide avenues for publicity e.g. Newsletter.
- f. Sponsor and co-sponsor pre-conferences, institutes and workshops.

2. CELS Project

- a. Assess needs and solicit feedback.
- b. Develop a plan for the region based on these needs. The plan would require built-in flexibility to insure response to change. Continuity would also be necessary to allow individual libraries and librarians to plan ahead.
- c. Identify and generate funding for continuing education.
- d. Identify and organize a core of experts in subject fields.
- e. Coordinate activity among the states. Arrange to share expertise and packages when common needs emerge in various states.
- f. Demonstrate by means of prototypes. Solicit grant applications from specific libraries or agencies and initiate contracts.
- g. Initiate experimental activity where gaps in knowledge are identified.
- h. Solicit and test learning programs.
- i. Provide a clearinghouse and maintain a regional calendar. Also, publicize who the experts are, what help CELS can offer, what packages are available.
- j. Keep in touch with related regional activity in other disciplines e.g. medicine, nursing.
- k. Organize a reward system. (Various types of certification are practiced in other fields.)

3. Library Education (graduate and under-graduate programs)

- a. Create and fund faculty positions specializing in continuing education.
- b. Provide formal course work on campus and by extension.
- c. Conduct institutes and short courses, seminars, workshops, tutorials.
- d. Conduct research.
- e. Evaluate programs.
- f. Provide consultant services.
- g. Help train continuing education specialists.

- h. Cooperate with each other (e.g. divide subject-geographical areas for continuing education purposes).
- i. Experiment; develop packages.
- j. Establish, in individual schools, continuing education programs (locally funded).
- k. Alert students to their need for lifelong education and their responsibilities for continuing education on the job.

4. State Library Agencies and Library and Media Division of State School Agencies

- a. Plan, implement, and evaluate state-wide continuing education programs based on needs identified in overall library planning activity, e.g. New Mexico.
- b. Assign staff to be responsible for continuing education.
- c. Commit funds.
- d. Provide consultant services for individual libraries and for library staff seeking to advance themselves.
- e. Publicize regional and in-state opportunities for continuing education.
- f. Conduct institutes, workshops, seminars.
- g. Participate in development of reward system.

5. Library Associations (state associations, associations of school librarians, special library associations, district and local associations).

- a. Incorporate planning for continuing education in the program of work of the association.
- b. Establish a continuing education committee or council.
- c. Commit association funds.
- d. Participate in development of a state-wide library plan which builds in continuing education.
- e. Conduct workshops, seminars, institutes and tutorials e.g. Human Dynamics workshop of the Dallas County Library Association.
- f. Commit conference time to continuing education.
- g. Identify continuing education experts in the membership.
- h. Provide a communication channel for continuing education activity through association publications.

6. Individual Libraries

- a. Identify continuing education needs as an outgrowth of long-range planning and management by objective.
- b. Solicit needs from individual staff. Encourage personnel development for all.
- c. Commit staff time to take advantage of continuing education opportunities. Larger libraries assign a staff member to be trained in and responsible for continuing education within the library community and to furnish leadership in state and region.
- d. Include continuing education in the budget.
- e. Make professional growth a requirement for pay increases.
- f. Provide feedback on needs and evaluation of regional and state-wide continuing education programs.
- g. Prepare packages for local use and export.

- h. Participate in informal cooperative programs sharing expenses with other libraries in the area. e.g. Oklahoma County and Tulsa City-County libraries share travel expense of outside consultants.
- i. Co-sponsor continuing education activities with other groups.

7. Individual library employees

- a. Develop own goals for continuing education.¹⁴
- b. Commit personal time and money.
- c. Support library association continuing education activity through membership and active participation.

Only by pulling together these seven components and assisting each to fulfill its responsibilities will a meaningful continuing education program be launched in the Southwest.

These specific responsibilities are listed on the attached chart and the responsibility of each component is outlined.

Responsibilities Necessary in the Proposed Model

<u>Assess Needs and Solicit Feedback</u> CELS State Agencies Individual libraries	<u>Planning and Evaluation</u> CELS Library Schools State agencies Library Associations Individual Libraries	<u>Coordination and Cooperation</u> CELS Library Education State agencies Individual Libraries Library Associations	<u>Research Experiment - Develop Prototypes</u> CELS Library Education
<u>Communication Publicity Clearinghouse</u> CELS SWLA State agencies Library Assoc.	<u>Inter-disciplinary Activity</u> CELS	<u>Develop, Solicit and Test Learning Program</u> CELS Library Education	<u>Reward System</u> CELS State agencies Individual libraries Library Education

¹⁴ See Appendix 3 for Margaret Goggin's proposed Model for Identification of Continuing Education Needs at the Individual Level.

<u>Finance</u> CELS SWLA State Agencies State Assoc. Individual libraries Individual staff	Institutes Seminars Workshops <u>Conferences</u> CELS SWLA Library Educ. State Agencies Library Assoc. Individual Lib.	Special Committees and <u>Interest Groups</u> SWLA Library Assoc. Individual Libra- ries	<u>Committments</u> <u>Staff Time</u> All Components
<u>Formal Course</u> <u>Work</u> Library Educ.	<u>Consultants</u> Library Educ. State Agencies Individuals	<u>Train Specialists</u> Library Education	

G. Financing and Implementing the Recommendations

1. Financial Structure

These recommendations are based on the premise that continuing education activity at the regional level should be self-supporting and that the various components should share the cost. The following sources of income are anticipated:

- SWLA will contribute through increased dues.
- State associations, state libraries and individual libraries will contribute based on units of service received - e.g. hours of consultant time, or development of a continuing education package tailored to a specific need and provided under contract.
- Registration fees will be charged for regional and state workshops, institutes, conferences unless otherwise funded.
- Sale of continuing education packages unless otherwise funded.

Other financial sources which would be continually explored but would not be basic to the program after the first year:

- Foundation funds.
- Government funds.

2. Annual Budget

Annual costs will be of two types, i.e., fixed cost associated with maintaining the CELS Coordinator Activities and variable costs

directly related to each continuing education program offered.

These variable costs directly associated with a given program should be recoverable and self-supporting as explained above.

The anticipated fixed costs for maintaining the CELS Coordinator are projected to be as follows for the first twelve months:¹⁵

CELS Coordinator Salary and Fringe	
Benefits	\$15,450.00
Travel.	1,500.00
Telephone (Long Distance)	1,680.00
Office Supplies and Postage	330.00
Clerical/Stenographic Help.	3,600.00
Printing and Publishing	1,800.00
Office Space.	<u>1,200.00</u>
Total	\$25,560.00

Through the organization structure proposed on page 13, the CELS Coordinator would be held accountable for performing the specific responsibilities listed on page 17-18 in a time frame satisfactory to the SLICE Advisory Council. Performance would be under continuous evaluation by the CELS Advisory Group.

3. Implementation Timetable

To implement this proposed project, the following timetable is suggested:

Step	Activity	Due Date
I	SLICE Council Approve Recommendation	October, 1973
II	SWLA Board Approve Recommendation and Commit \$1,000 from current budget	October, 1973
III	SWLA Board Appoint CELS Advisory Group (SLICE Council plus educators)	October, 1973
IV	CELS Advisory Group Refine Model, Develop Proposal, and Obtain Funding Commitment for Start-up Costs of CELS Project (1 year Budget)	February, 1974
V	Employ CELS Coordinator and Establish SWLA Interest Group in Continuing Education ¹⁶	June, 1974

34

¹⁵ This is a revised budget based on actual figures as of December, 1974.

¹⁶ The Interest Group was actually established in February. The CELS Coordinator began work in November, 1974.

<u>Step</u>	<u>Activity</u>	<u>Due Date</u>
VI	CELS Coordinator Identify Core of Continuing Education Specialists and Conduct Cooperative Informational Program on Continuing Education at SWLA Galveston Conference	October, 1974
VII	SWLA Board and Membership Approve Increase in Dues to fund CELS Project Effective January, 1975	October, 1974
VIII	Implement Full Program	January, 1975

III. PROCEDURE AND METHODOLOGY OF THE CELS STUDY

The basic purposes of the CELS study of continuing library education in the six Southwestern states was to (1) determine the patterns of existing continuing education activities (2) identify major perceived needs and (3) develop a pragmatic plan for launching a viable program to meet the regional needs. The study was undertaken in three parts, i.e. - a survey, a strategy meeting, and an evolution of recommendations based on analysis of survey findings, results of strategy meeting and interaction with 24 reviewers throughout the region and the nation.

The recommendations of the study have been presented in Section II. The remainder of this report presents the findings on which the recommendations were based.

A. The Survey of Continuing Education in the Region

The questionnaire used in the survey was based on an instrument developed by Elizabeth Stone in her study of continuing education in the Association of American Library Schools. It was designed to examine not only the present state of continuing education in the region but also to solicit expressions of attitudes and needs from the respondents. A total of 212 questionnaires were mailed within the SWLA region during March, 1973, to the key organizations, institutions, and agencies believed critical to the continuing education system.

The sample selection by type of agency and by state is tabulated in Appendix 4. The percent return from each type and each state is also itemized in the table in Appendix 4. In summary of the sample selection, the following number of the various types of agencies were surveyed:

1. State Library Agencies - 6
2. Graduate Library Schools - 9
3. Library Associations - 27
4. Public Libraries (a sample from individual libraries serving cities or over 25,000 population and the public library systems in each state) - 54
5. School libraries and media centers (A sample made up of state agencies and school library supervisors in school systems.) - 51
6. Community colleges (The sample concentrated on community college systems.) - 21
7. Colleges and universities (The sample was sent to libraries with collections of over 500,000 or the largest institution in each state.) - 34

It is believed that the total organizations and libraries surveyed employ or involve over 80% of the library community in the six states. These organizations surveyed will be vital as both "consumer" and "supplier" of continuing education activities, in the Southwest. The mailing list for the survey questionnaire is Appendix 5. The survey instruments for each type of agency (with definitions of terms used) is in Appendix 6. The findings of the survey are reported in Section IV (pp. 26) and interpretations and conclusions from the survey findings are reported in Section V (pp. 40).

B. The Strategy Meeting for Regional Planning

Results of the returned questionnaires (101) were compiled in early May, 1973, by each type of respondee arranged by states. Results of the questionnaire and preliminary recommendations for the final report and a proposal for a regional plan were begun at a meeting in Dallas on May 19, 1973. Participants in this meeting were:

1. The SLICE Advisory Council which is made up of directors of all the state library agencies, the presidents-elect of the state library associations, the past, present and president-elect of SWLA, and the SLICE Project consultants (S. Janice Kee, Don D. Hendricks and Allie Beth Martin).
2. Representatives of the graduate library schools in the six Southwest states.
3. The CELS project consultants.

Details of the strategy meeting are presented in Section VI (pp. 42).

C. The Review and Critique of the Plan

Following the May 19th strategy meeting, the first draft of this report with recommendations was prepared by Allie Beth Martin. Copies of this first draft were distributed to 24 reviewers the week of June 25th with critiques requested by August 15th. The large number of substantive and candid replies have made an invaluable contribution to this project. The list of responding reviewers is in Appendix 8.

The remainder of this report contains the findings of the survey and strategy meeting which serve as the basis of the recommendations.

IV. SUMMARY OF THE RESULTS OF THE SURVEY OF CONTINUING EDUCATION AS IT EXISTS IN THE SOUTHWEST

A. Continuing Education as it Exists in State Library Agencies in the Southwest

The CELS project was financed with funds contributed from hard-pressed state library budgets and testifies to the commitment of state libraries to continuing education. The summary of specific workshops, seminars and the activities which they sponsored reveals that state agencies were responsible for an assortment of continuing education

projects in 1971-1975 and more are planned in the future. These activities fell in five broad subject areas:

1. The greatest number of topics focussed on relatively traditional library services. Of the twenty-six activities in this category, one-half were devoted to various aspects of children's services, i.e., story telling, puppetry, children's books.

<u>Traditional Library Services</u>	<u>Number of Continuing Education Activities Reported</u>
Children's service	13
Reference	4
Technical Processing	2
Young Adult	2
Archives	1
Documents	1
Collection Development	1
Adult Services	1
Local History	<u>1</u>
	26

2. Response to social concerns and the emphasis of federal guidelines on outreach programs accounted for twenty-three topics:

	<u>Number Reported</u>
Disadvantaged	13
Institutional Library Service	7
Mexican American	2
Aging	<u>1</u>
	23

3. Twenty examples of state-sponsored continuing education focused on the techniques of library management:

	<u>Number Reported</u>
Personnel Management	8
Management by objective	4
Networking	3
Administration	2

	<u>Number Reported</u>
Behavioral Psychology	1
The CIPP Method	1
Inter-library Cooperation	<u>1</u>
	20
4. Informational seminars and workshops on regulations, guidelines for fund distribution and services of the state library.	
	11
5. Continuing education supporting applications of technology:	
Multi-Media	5
MARC-O	4
Teletype networking	<u>2</u>
	11

In defining their continuing education objectives, four of the agencies referred to their state plans and emphasized specific needs. Two states stressed the continuing education of their own staff. Although there were statements that identification of needs originated with grassroots librarians, decisions on topics seemed to have stemmed largely from the understanding of needs by the state library agencies or by priorities determined by funding sources. Both selection of topics and determination of level of difficulty of the offerings were reportedly related directly to the state plan and to the stage of each state's library development. Other factors influencing the selection of topics appear to be readily available expertise in the region and state library agencies' staff strengths and interest.

Most of the continuing education for the agency staff is obtained outside the state at national conferences, workshops, and institutes. All of the states reported need for interchange with other professional

groups and agencies, but only Oklahoma had specific recommendations for future closer relations with other agencies.

All but one of the state agencies indicated they had some type of a reward system for continuing education: certificates, payment of expenses or a letter to the librarians' board of trustees and a news release.

None of the states currently has a staff person assigned specifically for continuing education. New Mexico has such a position which is unfilled and Louisiana plans to add a position responsible for continuing education.

Probably more critical at this time is the future financial picture at the state level. All of the agencies indicated continuing education was funded at least in part from the state agency budgets. Texas indicated most of its activity stemmed from LSCA funds. Others also probably relied on this source indirectly.

The state library agencies varied in attitude toward the clientele for whom their programs were directed. Two state library agencies focus on heads of libraries and professionals. Three design programs for all library employees. Clearly in states in which many libraries are "one man" operations there is little felt need for training middle management. Also, when a choice must be made between training top management in larger libraries or employees in smaller libraries and at lower levels who cannot take advantage of out-of-state opportunities, the latter receive the benefits of in-state efforts.

All of the states emphasized the importance of widely varied opportunities for library continuing education in the future. The Oklahoma Department of Libraries submitted an imaginative list of thirty additional topics (full list in Appendix 9) stressing library issues, management,

new and developing sciences, governmental trends and relationships, public relations, advance technology and the communication industry. New Mexico suggested training in special fields such as orientation to outreach service to state agencies and special groups.

B. Continuing Education as it Exists in Public Libraries in the Southwest

The public library response to the questionnaire reflected genuine enthusiasm for continuing education. The sample is small and represents only the largest libraries and library systems in the region with a 50% return.¹⁷ These survey findings suggest that there may be a nucleus of successful experience that might be expanded regionally, particularly if coordinated with the offering of state library agencies and library schools.

Summary of Questionnaires			
	<u>No. Sent</u>	<u>No. Returned</u>	<u>% Returned</u>
Arizona	8	2	25
Arkansas	15	6	40
Louisiana	8	4	50
New Mexico	4	2	50
Oklahoma	9	5	55
Texas	<u>10</u>	<u>9</u>	<u>80</u>
TOTAL	54	27	50%

Forty-eight categories of continuing education activity were reported in public libraries. These ranged widely from communication skills, human relations, and participatory management to basic how-to-do-it workshops on mending. Of the 150 events the greatest number, 28, were in various children's services, notably story telling and puppetry.

<u>Major Topics Reported</u>	<u>Frequency</u>
Children's services	28

¹⁷ The first draft of the report showed a slightly smaller percent - the following figures are based on returns from 3 additional libraries.

<u>Major Topics Reported</u>	<u>Frequency</u>
Public relations	10
Reference services	10
Outreach programs	9
Audio-visual services	7
Top management	5
Current and controversial issues	5
Local history and genealogy	5
Goals for public libraries	5
Personnel management	5
Adult services	4
Y A Services	4
Aging	4
Inter-library Cooperation	4

Some of these libraries developed activity which they shared with other libraries. There were minimal reports of coordinating or sharing resources with library schools. Slide-tape packages have been developed which multiply benefits.

Statements of continuing education objectives fell in three categories: (1) keeping abreast of current problems and developments (2) improved service to the public (3) development of basic skills. There were indications that although continuing education has high priority in policy statements, it became secondary to normal public service in practice.

Staff seemed to be actively involved in the planning and development of these activities. In two-thirds of the libraries continuing education was geared to the staff as a whole, not to one class of employees. A good deal of what happened seemed to depend on perceived need at the time and fortuitous opportunity: visiting librarians, available federal funds, aggressive staff interest.

In terms of actual cash outlay, modest investments seem to have been made. All but five of those reporting indicated some of the

library's budget was spent for continuing education. These five used federal funds distributed through the state library. The Friends of the Library helped support continuing education functions in three libraries.

Lack of time and money, isolation, distance, relatively few professional librarians to furnish leadership were all identified as possible barriers to continuing education. In spite of these barriers, in one library (Albuquerque Public) each professional librarian was responsible for training para-professionals. Each prepared a program around a library tool, served as a group leader in a field trip and presented an attitudinal training session. Another library (Tulsa City-County) reports 1,209 staff hours applied in attendance in 122 instructional hours in a two-year period.

Needs were expressed in terms of "We need everything." Emphasis seemed to be on middle and lower management and on para-professionals. Some of the larger libraries report access to management training for the top echelon is provided by the city government for its officials.

Although some felt continuing education was secondary, especially where budgets are tight, others felt that less money and fewer professionally trained librarians made continuing education even more vital. The following statements express this point of view:

"Little attention has been given in the questionnaire to the morale factor in continuing education. It seems to us that a judicious number of continuing education meetings, whether or not they actually contribute to the growth of the individual or improve the library program directly, do achieve a singleness of purpose and a group identity which is worth a good deal in the eventual performance of a program. When other

disabilities exist which are pertinent to staff morale--an inflexible pay schedule, for example, or crowded and uncomfortable working conditions, small-scale, within-the-working unit continuing education programs sometimes might provide the double advantage of enlarging the horizons of the staff member as well as boosting morale by improving a sense of group identity." (A Texas librarian)

"I feel very sure that Arkansas Public Libraries (and probably school and academic as well as public libraries in all SWLA states) will continue to be staffed largely with less than professional librarians. But these people are the ones the library customers call librarians and depend on for library service. In the Ozarks Regional system these para-(or) sub-professionals need knowledge, encouragement, and reassurance that they can do a good job. For public library service, enthusiasm, intelligence, warmth, interest, is more important than a professional degree - if these employees are then given in-service training about library books and services. Maybe what SWLA needs is to develop techniques and programs for library directors to use to train their staffs for this public service in libraries." (An Arkansas librarian)

C. Continuing Education as it Exists in Senior and Community College Libraries in the Southwest

The distribution of the questionnaire - and the response - are as follows:

	A - Academic S - Sent			CC - Community College R - Responded			
	<u>Sent</u>			<u>Responded</u>			<u>Total %</u>
	<u>A</u>	<u>CC</u>	<u>Total</u>	<u>A</u>	<u>CC</u>	<u>Total</u>	<u>Return</u>
Arizona	2	7	9	0	4	4	44
Arkansas	4	3	7	0	1	1	14

	<u>Sent</u>			<u>Responded</u>			<u>Total%</u> <u>Return</u>
	<u>A</u>	<u>CC</u>	<u>Total</u>	<u>A</u>	<u>CC</u>	<u>Total</u>	
Louisiana	7	0	7	2	0	2	28
New Mexico	4	1	5	3	1	4	80
Oklahoma	6	2	8	4	0	4	50
Texas	11	8	19	8	3	11	58
Total	34	21	55	17	9	26	48%
Return				50%	42%		

Both the number and the content of the responses from colleges and universities were meager. Only three colleges and universities in the entire region reported substantial activity. One-third of the colleges and universities said they felt no need for such activity and two said the questionnaire did not apply at all. The continuing education activities which were reported by academic libraries were relatively traditional, i.e., attending conferences and meetings, time off for taking formal course work. No reference was made to programs which might prepare the library staff to serve the changing patterns of academic life which now impact the library.

Librarians in academic institutions apparently feel less need to go outside their institutions for continuing education than do public librarians. College and university librarians have more ready access to formal course work. Also, the academic year provides more time for travel to summer school sessions, summer institutes and workshops. In spite of this situation several of the responding libraries stressed the growing need for planned continuing education offerings. One respondent from Texas said, "Continuing education is crucial and will receive increasing emphasis in the next three years as we develop unified plans for new services and begin intensive efforts to automate technical services".

Several responding libraries have staff education committees to assist in identifying continuing education priorities. One library staff conducts a weekly "Sandwich Seminar" on a voluntary basis.

Specific subject areas suggested by the respondents' included training in participatory management and in institutional cooperation and sharing of personnel expertise.

There was also an expressed need for a listing of opportunities for continuing education beyond the campus.

D. Continuing Education as it Exists in School Library Systems in the Southwest

Questionnaires were sent to 51 individual librarians at the district or building level as indicated below for each state. Responses from each state were very low, as is shown:

	<u>No. Sent</u>	<u>No. Returned</u>	<u>% Return</u>
Arizona	19	7	36
Arkansas	4	2	50
Louisiana	7	2	28
New Mexico	3	1	30
Oklahoma	2	1	50
Texas	<u>16</u>	<u>3</u>	<u>19</u>
Total	51	16	31%

Thus the data for "Continuing Education as it Exists in School Library Systems" at the local level is very incomplete.

Questionnaires were also sent to the state school library agency in each of the six states. Responses were received from all but two states.

The responses indicate a variety of offerings at periodic intervals covering such topics as media production, puppets, self-instruction for students, information retrieval. The data indicate an increasing emphasis on media center activities and use of various educational technologies such as CATV.

Several respondents indicated that some school systems require each school librarian to earn three hours graduate credit every three years. From the returns, there is evidence that few school systems feel any major responsibility for other types of continuing education activity for individual librarians. Many of the respondees indicated a dependence on professional associations for immediate training in the practical areas related to meeting their needs.

Although none of the school librarian respondees suggested any specific topics for possible continuing education offerings, ten of the sixteen replies expressed strong interest in continuing education programs that would assist them to keep pace with the rapid changes in educational methods, new tools, and resolution of societal conflicts encountered in the schools.

The specialization and competence in audio-visual methods within the school library community has possible implications on packaging of continuing education programs developed in the region.

E. Continuing Education in Graduate Library Schools in the Southwest

Responses from the graduate library schools varied from the other groups of respondents. All but one of the schools expressed an interest and willingness to participate in continuing education programs by offering the traditional formal library school courses at night and on week-ends convenient to the working librarians. With the exception of one school, these same courses may be taken on a non-credit basis. These offerings serve a continuing education function for employed people who wish to return to school part-time and work toward a degree or continue formal education on a non-degree basis. However, few of the topics listed as needed by librarians, state agencies, and library associations appeared on the library school lists of current continuing

education offerings through formal course work.

Workshops offered by library schools appeared to be more responsive to expressed needs since seven of the subject areas offered were in fields of high current interest. Programs for alumni, packaged programs, research activity in continuing education and consultant services in continuing education were sparsely reported. One school, University of Oklahoma, listed an interesting variety of continuing education activity: summer institutes, cooperative workshops with state and regional associations, classes via talk-back television, and an educational television series.

Major barriers to active participation in continuing education by the library schools were implicit in various responses:

1. University systems tend to place low priority on continuing education. Non-credit courses must be self-supporting.
2. The university accrediting system and the Committee on Accreditation of the American Library Association (COA) do not place great emphasis on continuing education as a library school activity.¹⁸
3. The methodology of continuing education varies greatly from traditional classroom teaching and requires special competence and commitment.
4. Subject areas needed are often outside the traditional field of responsibility of library schools, i.e., human relations, management science, benefit/cost analysis.

There are signs that universities at large are changing, becoming
48 more flexible and open. Four of the respondents felt this to be true.

¹⁸ The only reference to continuing education in the most recent COA standards states, "The curriculum should promote continuous professional growth".

One respondent, the University of Arizona in Tucson, sent a goals statement recently officially adopted: "It is the goal of the Graduate Library School to educate well-qualified students to meet the requirements, opportunities and challenges in all fields of professional library work. Further, it is the goal of the school to meet the needs of practicing librarians for continuing education." The University of Texas at Austin has set up a university wide Continuing Education Committee with a library school member to coordinate activities on campus. The active participation of representatives of four schools in the CELS strategy meeting on May 19, 1973, is another encouraging sign.

Two states in the southwestern region, Arkansas and New Mexico, do not have graduate library schools. New Mexico recognizes its inability to support a quality library school program and has recently entered into an arrangement with WICHE which allows New Mexico students to attend a library school in any WICHE state without paying the non-resident fee. The state of New Mexico appropriated funds to support this student exchange program, the first of its kind in the Southwest.

Library education influences continuing education in many ways. The formal academic program has a prime opportunity to inculcate in every student awareness of the importance of assuming responsibility for his own continuing education. The example of active faculty support of library associations and of participation in association activities is another means of supporting continuing education. Also, library schools can help develop standards and implement research, thus providing valuable assistance to continuing education. Evaluation of the effectiveness of learning packages, workshops and institutes to insure quality continuing education will be critical. Again, the library educator should be best qualified to perform these functions.

The survey findings indicated willingness on the part of some of the schools to assume these roles. Unfortunately, the barriers identified in the survey are so great that apparently the graduate library schools alone cannot achieve the type and magnitude of continuing education activity needed in the region.

F. Continuing Education in Library Associations in the Southwest

Questionnaires were sent to twenty-seven library associations in the region with a 48% return. Library associations, especially the chapters of the Special Libraries Association (SLA) and local library groups, are responsive to the continuing education needs of practicing librarians. Indeed the Dynamics Workshop Series sponsored by the Dallas County Library Association (Appendix 10) was one of the most innovative examples among the responses. This association also maintains a roster of good resource people for future workshops.

Unfortunately, some of the SLA chapters known to be most active failed to respond and this category is not felt to be entirely representative. The six state associations and the Southwestern Library Association all responded.

The ALA-SWLA Goals Study had specific recommendations regarding association roles in continuing education:¹⁹

1. To the State Associations -

"Work with SWLA, local library schools, and the state library on a program of continuing education at all levels using any and all proven educational methods, on subjects chosen by the members and available, whenever possible, in different sections of the state.

Explore the feasibility of more workshops, institutes, district

¹⁹ Stevenson, op. cit., pp. 108-109.

meetings, etc., sponsored either by the association or one of its units, as a part of the continuing education program mentioned above."

2. Recommendations to the Southwestern Library Association:

"Work with the graduate library schools, the state libraries in the region and with the Western Interstate Commission on Higher Education and the Southern Regional Education Board, on a program of continuing education for the region. This should include plans for credit and noncredit courses outside the universities, seminars, institutes, conferences, workshops, on subjects determined by the local librarians. The association should also give appropriate assistance to strengthening the graduate library schools in the region."²⁰

Responses from these associations indicate that all are considerably short of the Goals Study recommendations.

Among the state associations in the Southwest, three of the states -- Arkansas, Oklahoma and Texas -- reported that they place a high priority on continuing education. One, Louisiana, did not reply to the question and reported no activity and two others reported lesser emphasis.

The subject range of their activities covered twenty-five topics. One topic, the MARC-O workshop (co-sponsored by SLICE) conducted in sixteen locations dominated the list. Other topics appearing on the list more than once were: trustees, intellectual freedom, school libraries and library education.

Clearly responding to immediate needs were:

²⁰ Stevenson, op. cit., pp. 108.

1. A workshop with the League of Arizona Cities and Towns
2. A workshop on volunteers, friends, and trustees
3. A workshop on municipal finance
4. A workshop on bookmobiles
5. The Reference Game
6. Census users

Annual conferences have been restructured to serve as opportunities for continuing education. The annual conference of the Texas Library Association has developed a plan for tutorials. The Oklahoma Library Association scheduled an array of interest groups at its annual conference in 1973. The program of the Southwestern Library Association's Fort Worth Conference in 1970 and its pre-Conference on the CIPP Method for Planning and Evaluation of Library Programs in 1972 both demonstrated effective use of the conference as an agent for continuing education.

Only three of the state library associations have education committees -- Arizona, Oklahoma and Texas. The Oklahoma Committee serves as a clearing house and does not sponsor activity. The SWLA Education Committee has co-sponsored some recent state institutes but does not have a "work plan".

The statement from the Texas Library Association probably summarized the uncertainty and lack of direction in the associations regarding continuing education.

"Perhaps we are really just waiting for leadership, but we would rather not reinvent the wheel. Our first approach would be the determination of needs, along with a determination of the programs, if any, now being carried on by library training agencies

within the state. Anything which SWLA can come up with in the way of guidelines, assignment of areas of concern to various groups or training agencies, an on-going plan, a proposal for sharing products through "packaged" programs, whatever -- this may be what we need to spark us to activity."

V. CONCLUSIONS FROM THE SURVEY DATA

A. Status of Library Continuing Education in the Region

Regionwide a helter-skelter variety of continuing education activity is underway. The picture is fragmented. There are a few bright spots and vast expanses where nothing is happening. Planning, coordination, and quality control seem to be almost non-existent. Extremely modest sums of money are being spent and returns from these expenditures appear to be great. Yet, at this writing, no one person in the region has a full-time responsibility for continuing education in any state agency, in any association, or in any library.²¹

The need for continuing library education is recognized by almost everyone, although a minority of academic librarians indicated they felt no need. Although high priority is often stated, a number acknowledged that in practice its rank was lower. Specific needs range from theory and principle for top level management to practical, basic information for the para-professional and clerical. "Almost everything" as one respondent indicated.

B. Barriers to Effective Continuing Library Education in the Region and Their Implications

1. Lack of commitment -- demonstrated by past performance and lack of support.
2. Lack of leadership -- No agency or individual has exclusive responsibility for planning, organizing or coordinating.

²¹ By late 1974 the situation had changed - see foreword.

3. Attitude -- The full importance of continuing education has not been recognized by administrators and other leaders. Few people in places of responsibility appear to realize that funds for continuing education are most justified when budgets are tight and libraries are short staffed.
 4. Isolation and distance are major barriers to communication and continuing education in some of the southwestern states. The small number of libraries and the distance which must be traveled prevent attendance and limit participation.
 5. Varieties of need range from basic "how-to-do-it" instruction to sophisticated management approaches and utilization of complex technologies.
 6. Lack of a cohesive plan or program -- Approaches have been one shot, short term.
 7. Lack of quality control -- The existence of workshops, institutes and packaged learning is not enough. These must be of high quality or the resulting disenchantment will be self-defeating.
 8. Emphasis is on traditional content rather than on recognition of present and future needs -- This is particularly true of the continuing education listings by the graduate library schools which often tended to be normal course work offered evenings and week ends.
 9. Lack of knowledge of how adults learn.
 10. Lack of reward systems.
- C. Need for Cooperative Leadership Role

One overwhelming conclusion from the survey is the "regional leadership vacuum" in planning, coordinating, funding and providing continuing education activities. The Southwestern Library Association

appears to be in a prime position to assume this cooperative leadership role as is demonstrated by this CELS project. The reorganization of SWLA in 1973 now affords greater flexibility in responding to membership needs and the demonstrated capability of SLICE since its inception two years ago suggest that SWLA has the potential to develop a model for regional continuing education.

APPENDIX 1DEFINITIONS OF TERMS USED IN THE CELS SURVEY, STRATEGY MEETING, AND REPORT

Continuing Education - "Any kind of learning or teaching which extends or builds upon previous experience in the same general realm of knowledge and whose specific goals are not intended to terminate all study in that realm. It implies that the learner has studied some related body of content previously that is carrying on the process further; it implies that the program depends upon his having done so; and it implies that he proposes to continue such learning in the future." - according to Cyril O. Houle.

Continuing Education - "That education which the individual perceives will enhance his or her total job competence" - definition used by The National Commission on Libraries and Information Science (NCLIS) project staff.

Conference - A formal meeting of the representatives of a group, profession or religion for the purpose of discussion and deliberation.

Institute - A short instructional program set up for a special group interested in some specialized type of activity.

Local - A geographic area designation meaning town, city, metropolitan area, county or multi-county area within one state. Considered "grass-roots".

Model - "A preliminary representation of something, serving as the plan from which the final object is to be constructed". Webster, 1970.

Regional - A geographic area composed of several states, i.e., multi-state region.

Packages - A unit for delivering an educational or learning experience. May be audio and/or visual, print or non-print, real-time or delayed time. May contain one or many instructional units, i.e., a series packaged in a sequence.

Program - The instruction plan which may be packaged in a variety of formats designed to serve a particular objective, i.e., degree program, non-credit program, extension program.

Seminar - A meeting for giving and discussing information, for an exchange of ideas in some area.

Tutorial - A class in which a tutor gives intensive instruction in some subject to one or a small number of students.

Workshop - A course or discussion group which emphasizes the exchange of ideas and the demonstration of methods and practical application of skills and principles.

A REVIEW OF INSTITUTES FOR TRAINING IN LIBRARIANSHIP
IN THE SOUTHWEST, FISCAL YEARS - 1968-1972,
FUNDED UNDER TITLE II-B OF THE HIGHER EDUCATION ACT OF 1965

Compiled By
S. JANICE KEE

MAY, 1973

INSTITUTES FOR TRAINING IN LIBRARIANSHIP IN THE SOUTHWEST, FISCAL YEARS 1968-1972, FUNDED UNDER TITLE II-B
OF THE HIGHER EDUCATION ACT OF 1965

FISCAL YEAR 1968 APPLICANT	TOPIC AND DIRECTOR	TIME PERIOD	GRANT AMOUNT
University of Arizona Tucson, Arizona	Library Service to the Disadvantaged in Schools Elinor C. Saltus	6 weeks June-August 1968	\$45,748
Louisiana State University Baton Rouge, Louisiana	Supervision and Centralized Technical Services Norris McClellan	6 weeks June-August 1968	38,236
Louisiana State University Baton Rouge, Louisiana	School Library as a Media Center Norris McClellan	9 months - part time September 1968-May 1969	39,717
University of Oklahoma Norman, Oklahoma	Multi-Media Resources Evelyn G. Clement	3 weeks July 1968	25,748
University of Oklahoma Norman, Oklahoma	Critical Role of State Library Agencies Irma Tomberlin	2 weeks June 1968	23,504
North Texas State University Denton, Texas	Elementary School Library as a Media Center Sarah Law Kennerly	6 weeks July-August 1968	40,965
Our Lady of the Lake College San Antonio, Texas	Expanding Library Service to the Disadvantaged Sister Jo Ann McCreedy	6 weeks July-August 1968	42,405
Sam Houston State College Huntsville, Texas	School Librarianship - Basic Preparation Lesta Burt	9 months - part time September 1968-August 1969	67,430

INSTITUTES FOR TRAINING IN LIBRARIANSHIP IN THE SOUTHWEST, FISCAL YEARS 1968-1972, FUNDED UNDER TITLE II-B
OF THE HIGHER EDUCATION ACT OF 1965

FISCAL YEAR 1969 APPLICANT	TOPIC AND DIRECTOR	TIME PERIOD	GRANT AMOUNT
Louisiana Polytechnic Institute Ruston, Louisiana	Planning and Implementing Library Automation Programs S. A. Dyson	2 weeks June 1969	\$25,382
Louisiana State University Baton Rouge, Louisiana	Problems in Selection, Production, Organization and Use of Educational Media Norris McClellan	3 weeks July 1969	20,084
Louisiana State University Baton Rouge, Louisiana	Concept of Systems of Libraries Shirley Stephenson	1 week October 1969	18,363
Louisiana State University Baton Rouge, Louisiana	Investigation and Study of Selection, Production and Utilization of Newer Educational Media Charlie Roberts	18 days - part time September 1969- January 1970	28,988
Northeast Louisiana State College, Monroe, Louisiana	Modifying the Role of School Libraries to Meet Needs of a Changing Society Oliver Hensley	6 weeks June-July 1969	50,327
New Mexico State University Las Cruces, New Mexico	Establishment of a Local Educational Information Center Everett Edington	1 week July 1969	10,318

INSTITUTES FOR TRAINING IN LIBRARIANSHIP IN THE SOUTHWEST, FISCAL YEARS 1968-1972, FUNDED UNDER TITLE II-B
OF THE HIGHER EDUCATION ACT OF 1965

<u>FISCAL YEAR 1969 (Continued)</u>	<u>APPLICANT</u>	<u>TOPIC AND DIRECTOR</u>	<u>TIME PERIOD</u>	<u>GRANT AMOUNT</u>
	Central State College Edmond, Oklahoma	Teacher-Librarian Teamwork in the Elementary Media Center Myra Cunningham	5 weeks June-July 1969	\$33,561
	Central State College Edmond, Oklahoma	Institutional Librarianship- Analysis and Challenge Annetta Clark	2 weeks June 1969	19,642
	University of Oklahoma Norman, Oklahoma	Improvement of American Indian Use of the Library Beverly Gerard	3 weeks July-August 1969	21,573
	University of Oklahoma Norman, Oklahoma	Internationalism in Curricula Frances Laverne Carroll	3 weeks August 1969	34,003
	University of Oklahoma Norman, Oklahoma	Systems and Standards for Bibliographic Control of Media Pearce Grove	5 weeks - part time August 1969-April 1970	40,311
	North Texas State University Denton, Texas	Music Librarianship Vernon Martin	6 weeks June-July 1969	26,620
	North Texas State University Denton, Texas	High School Library as a Media Center Sarah Law Kennerly	6 weeks July-August 1969	43,439

INSTITUTES FOR TRAINING IN LIBRARIANSHIP IN THE SOUTHWEST, FISCAL YEARS 1968-1972, FUNDED UNDER TITLE II-B
OF THE HIGHER EDUCATION ACT OF 1965

<u>FISCAL YEAR 1969 (Continued)</u>	<u>APPLICANT</u>	<u>TOPIC AND DIRECTOR</u>	<u>TIME PERIOD</u>	<u>GRANT AMOUNT</u>
	Sam Houston State College Huntsville, Texas	School Librarianship- Broad Basic Preparation Lesta Burt	15 weeks - part time September 1969- August 1970	\$67,905
	Texas Woman's University Denton, Texas	The Academically Gifted Child Frances deCordova	5 weeks June-July 1969	32,223

INSTITUTES FOR TRAINING IN LIBRARIANSHIP IN THE SOUTHWEST, FISCAL YEARS 1968-1972, FUNDED UNDER TITLE II-B
OF THE HIGHER EDUCATION ACT OF 1965

FISCAL YEAR 1970 APPLICANT	TOPIC AND DIRECTOR	TIME PERIOD	GRANT AMOUNT
Northeast Louisiana State College, Monroe, Louisiana	Modifying the Role of the School Librarian in a Changing and Educational Environment Ernest Harriss	6 weeks and 6 days July 1970-February 1971 part time	\$44,885
New Mexico State University Las Cruces, New Mexico	Training of School and Public Librarians to Work in Communities with Large Numbers of Mexican-Americans and Indians Everett D. Edington	6 weeks June-July 1970	31,891
Oklahoma State University Stillwater, Oklahoma	Implementing School Media Standards for a Unified Program of Library and Media Services Roscoe Rouse	2 weeks June 1970	19,829
University of Oklahoma Norman, Oklahoma	Improvement of American Indian Use of the Library Beverly R. Gerard	3 weeks July 1970	24,877

INSTITUTES FOR TRAINING IN LIBRARIANSHIP IN THE SOUTHWEST, FISCAL YEARS 1968-1972, FUNDED UNDER TITLE II-B
OF THE HIGHER EDUCATION ACT OF 1965

FISCAL YEAR 1971 APPLICANT	TOPIC AND DIRECTOR	TIME PERIOD	GRANT AMOUNT
Arizona State University Tempe, Arizona	Training for American Indians as School Library Specialists Michael C. Clark	9 months September 1971- May 1972	\$85,000
University of New Mexico Albuquerque, New Mexico	Improvement of Library Services to Spanish-speaking Americans Donald A. Riechmann	2 weeks September 1971	29,104

63

FISCAL YEAR 1972 APPLICANT	TOPIC AND DIRECTOR	TIME PERIOD	GRANT AMOUNT
Arizona State University Tempe, Arizona	Training School Library Media Specialists, Phase II Michael C. Clark	9 months August 1972- May 1973	\$85,000
University of Oklahoma Norman, Oklahoma	Strengthening Librarians' Ability to Respond to Needs of Minority Groups Virginia H. Mathews	5 days October 1972	13,000
University of Texas Southwestern Medical School Dallas, Texas	Planning and Evaluation of Library Programs Maryann Duggan	2 days October-November 1972	3,974

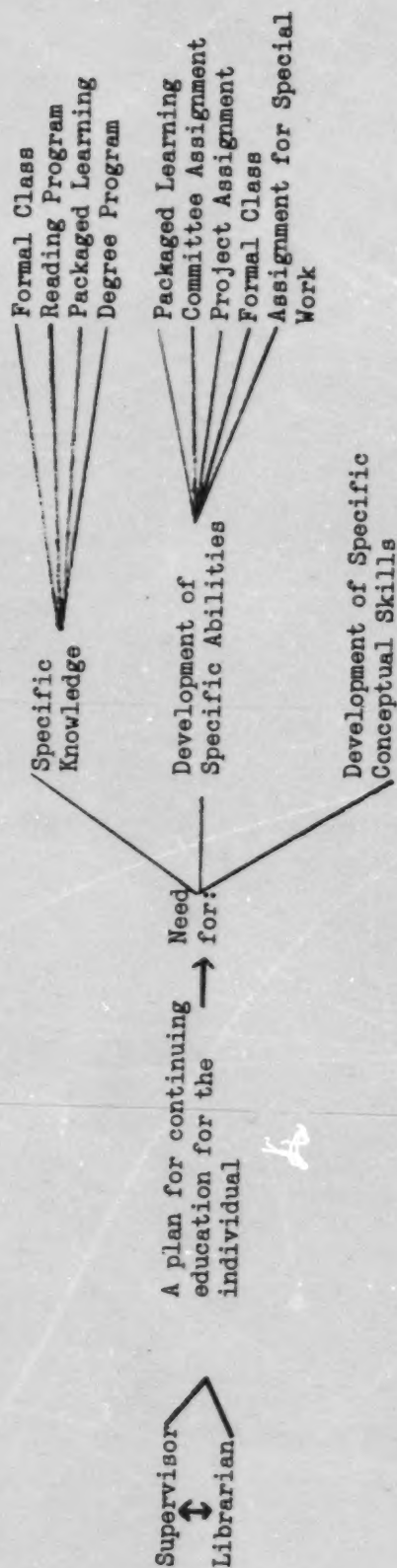
SUMMARY, FISCAL YEARS 1968-1972 INCLUSIVE

<u>STATE</u>	<u>NUMBER INSTITUTES</u>	<u>NUMBER PARTICIPATING INSTITUTIONS</u>	<u>TOTAL GRANTS</u>
Arizona	2	2	\$ 130,748
Arkansas	0	0	0
Louisiana	8	3	265,982
New Mexico	3	2	71,313
Oklahoma	10	3	256,048
Texas	<u>8</u>	<u>5</u>	<u>324,961</u>
Totals	31	15	\$1,049,052

APPENDIX 3

MODEL FOR IDENTIFICATION OF CONTINUING EDUCATION NEEDS AT THE

INDIVIDUAL LEVEL AS PROPOSED BY MARGARET GOGGIN



APPENDIX 4

DISTRIBUTION OF CELS SURVEY INSTRUMENT SENT AND RETURNED BY STATES AND TYPE OF LIBRARY OR AGENCY

AS OF MAY 8, 1973

Type of Library or Agency	Arizona		Arkansas		Louisiana		New Mexico		Oklahoma		Texas		Total		Return Percent
	Sent	Ret.	Sent	Ret.	Sent	Ret.	Sent	Ret.	Sent	Ret.	Sent	Ret.	Sent	Ret.	
State Library	1	1	1	1	1	1	1	1	1	1	1	1	6	6	100
Graduate Library Schools	2	1	0	0	1	1	0	0	1	1	5	4	9	7	78
Library Associations	1	1	3	1	2	2	6	1	2	1	14	9	28	15	53
Public Libraries	8	2	15	6	8	4	4	2	9	5	10	8	54	27	50
School Libraries & Media Centers	19	6	4	2	7	2	3	1	2	1	16	3	51	15	29
Community Colleges	7	4	3	1	0	0	1	1	2	0	8	3	21	9	42
College and University	2	0	4	0	7	2	4	3	6	4	11	8	34	17	50
Other	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>100</u>
Total Sent & Returned	39	15	30	11	26	12	19	9	23	13	66	37	206	97	-
Percent Return (State)	-	38	-	35	-	45	-	47	-	58	-	56			

No. of Association
Members, 1969

6,511

Distribution Percent
of Total Members

-

LIST OF RECIPENTS OF CELS SURVEY INSTRUMENTS

As Of May 7, 1973

ARIZONA

*Theron Atkinson, Librarian
Central Arizona College
Signal Peak Campus
Woodruff at Overfield Road
Collidge, Arizona 85288

Ida Ojeda, Librarian
Cochise College
Douglas, Arizona 85607

Evelyn Fambrough
Flagstaff Elementary School
701 N. Kendrick Street
Flagstaff, Arizona 86001

*Frank A. Schneider, Director
University Library
Northern State Arizona University
Flagstaff, Arizona 86001

Hazel Robinson, Director
Flagstaff City-Coconino Co. Library
P.O. Box 1208
Flagstaff, Arizona 86001

Georgia Dillard, Librarian
Glendale Community College
6000 West Olive Avenue
Glendale, Arizona 85301

Director
Velma Teague Library
5812 W. Glendale Avenue
Glendale, Arizona 85301

*Tony Serio
Holbrook High School
P.O. Box 640
Holbrook, Arizona 86025

*Marilyn Mortensen, Director
Mesa Community College
1833 West Southern Avenue
Mesa, Arizona 85201

*Lucille Hedges
Mesa High School District
549 N. Stapley Drive
Mesa, Arizona 85203

Director
Mesa Public Library
59 E. First Street
Mesa, Arizona 85201

Annieta Salsman
Cartwright Elementary School
3401 N. 67th Avenue
Phoenix, Arizona 85003

*Marguerite B. Cooley, Director
Department of Library and Archives
State of Arizona
Capitol, Third Floor
Phoenix, Arizona 85007

Nell Manuel, District Librarian
Alhambra Elementary School
3001 W. Hazelwood
Phoenix, Arizona 85017

James Caceletto
Balsz Elementary School
4309 E. Belleview Street
Phoenix, Arizona 85008

*Oral Brown, IMC Director
Creighton Elementary School
2702 El Flower
Phoenix, Arizona 85016

Joseph Zito
Isaac Elementary School
1701 N. 35th Avenue
Phoenix, Arizona 85009

Helen Carroll
Osborn Elementary School District
1226 W. Osborn Road
Phoenix, Arizona 85013

* Indicates Survey was completed and returned to SLICE Office.

*Gertrude James
Phoenix Elementary School
125 E. Lincoln Avenue
Phoenix, Arizona 85004

W. R. Henderson
Phoenix Public Library
12 E. McDowell Road
Phoenix, Arizona 85004

*Mae Witta
Phoenix Union High School
2526 W. Osborn Road
Phoenix, Arizona 85017

*Sandra Benjamin
Roosevelt Elementary School
6000 S. 7th Street
Phoenix, Arizona 85040

Isabel Hopkins
Scottsdale Elementary School
P.O. Box 15428
Phoenix, Arizona

Mary Choncoff, Director
State Department of Education
Library Media Center, Third Flood
1535 W. Jefferson Avenue
Phoenix, Arizona 85007

Louie DeBriyan
Washington Elementary School District
8610 N. 19th Avenue
Phoenix, Arizona

Marion Curry
Prescott Elementary School
P.O. Box 1231
Prescott, Arizona 86301

Jerry Champion, Director
Scottsdale Public Library
3839 Civic Center Plaza
Scottsdale, Arizona 85251

William Axford, Director
University Library
Arizona State University
Tempe, Arizona 85281

*Betty Thomas, Director
Yuma City-County Library
350 Third Street
Yuma, Arizona 85364

Howard Sullivan, Chairman
Department of Educational Technology
Arizona State University
College of Education
Tempe, Arizona 85281

Shirlee King
Tempe Elementary School District
P.O. Box 27708
Tempe, Arizona

Dorothy Weiler, Director
Tempe Public Library
3500 S. Rural Road
Tempe, Arizona 85282

*Florence Holliday, Librarian
Eastern Arizona College
Thatcher, Arizona 85552

*Frank Van Zanten, President
Arizona State Library Association
3424 Camino Suerte, Apt. #68
Tucson, Arizona 85715

*Kathryn Bossuyt
Amphitheater Elementary
125 E. Prince Road
Tucson, Arizona 85705

*Betty Ohm, Acting Librarian
Tucson City-Pima County Library
P.O. Box 5547 - City Hall
Tucson, Arizona 85703

Murvise Odom
Tucson Elementary School District
P.O. Box 4040
Tucson, Arizona

Donald C. Dickinson, Director
University of Arizona
School of Library Science
Tucson, Arizona 85721

W. David Laird, Director
University Library
The University of Arizona
Tucson, Arizona 85721

Richard Yates, Director
Arizona Western College
P.O. Box 929
Yuma, Arizona 85364

ARKANSAS

Juanita M. Barnett
Ouachita Baptist College
Arkadelphia, Arkansas 71923

Terry Griffith
White River Regional Library
Batesville, Arkansas 72501

Dula Reid
Faulkner-Van Buren Regional Library
Court House Square
Conway, Arkansas 72032

Jerrel K. Moore
State College of Arkansas
Conway, Arkansas 72032

Katherine Keathley
Arkansas River Valley Regional Library
Dardanelle, Arkansas 72834

*Mildred Porter
Fayetteville School District
Fayetteville, Arkansas

*Carol Wright
Ozarks Regional Library
Fayetteville, Arkansas 72701

Royal V. Pope
University of Arkansas
Fayetteville, Arkansas 72701

*Max L. Burns
Westark Community College
P.O. Box 3647
Fort Smith, Arkansas 72901

*Phil Miller
Scott-Sebastian Regional Library
Greenwood, Arkansas 72936

Evelyn Griffiths
North Arkansas Regional Library
Harrison, Arkansas 72601

Minnie McGregor
Phillips-Lee-Monroe Regional Library
Helena, Arkansas 72342

Hazel Pritchard
Southwest Arkansas Regional Library
Hope, Arkansas 71801

Evelyn Belk
Garland-Montgomery Regional Library
200 Woodbine Street
Hot Springs, Arkansas 71901

John S. Courtney
Crowley Ridge Regional Library
Jonesboro, Arkansas 72401

*Leon Lee
Supervisor School Libraries
Jonesboro School District
Jonesboro, Arkansas

*Frances Neal
Arkansas Library Commission
506 ½ Center Street
Little Rock, Arkansas 72201

*Arkansas Library Association
c/o Alice Gray
Little Rock Public Library
Little Rock, Arkansas 72201

*Roland Carpenter
Coordinator of ESEA, Title II Funds
Department of Education
Little Rock, Arkansas

Maurice M. Radcliff
Executive Director
Arkansas Found of Assoc. Lib.
309 Center, Room 110
Little Rock, Arkansas 72201

*Alice Gray
Little Rock Public Library
700 Louisiana Street
Little Rock, Arkansas 72201

Verna Evans
Little Rock School District
West Marshall IZard Street
Little Rock, Arkansas 72202

* Indicates Survey was completed and returned to SLICE Office.

ARKANSAS Survey, continued

Retta Patrick
Pulaski County School District
924 Marshall
Little Rock, Arkansas 72202

*Mary Sue Shepherd
Pulsaski-Perry Regional Library
Little Rock, Arkansas 72201

School Library Association
c/o Heloise Griffon
State Dept. of Education
Little Rock, Arkansas 72203

Florene Bradley
Col., Laf., Ouach.,
Cal. Regional Library
220 E. Main Street
Magnolia, Arkansas 71753

Velma Lee Adams
Southern State College
Magnolia, Arkansas 71753

Harold Bailey
Southeast Arkansas Regional Library
Monticello, Arkansas 71655

*Kathleen Sharp
Northeast Arkansas Regional Library
Paragould, Arkansas 72450

*Minnie Lasley
University of Arkansas 71601
Pine Bluff, Arkansas 71601

* Indicates Survey was completed and returned to SLICE Office.

LOUISIANA

*John B. Richard
Louisiana State Univ. at
Alexandria Library
Alexandria, La. 71301

Rapides Parish Library
Marion Taylor
400 Washington St.
Alexandria, La. 71301

Dorothy P. Robinson
Media Center Librarian
Rapides Parish School Board
P.O. Box 1230
Alexandria, Louisiana 71301

*Louisiana State Library
P.O. Box 131
Baton Rouge, La. 70821

*La. Chapter-Spec. Lib. Assoc.
Jacklyn Ducote, Pres.
c/o Library
P.O. Box 3118
Baton Rouge, La. 70821

*East Baton Rouge Parish Lib.
700 Laurel Street
Baton Rouge, La. 70802

Myra Voorhies, Supervisor
of Libraries
East Baton Rouge Parish School
P.O. Box 2950
Baton Rouge, La. 70821

James Cookston
State Supervisor of School Lib.
Louisiana Dept. of Public Ed.
P.O. Box 44064
Baton Rouge, La. 70804

*Louisiana State Univ.
Donald D. Foos, Dir.
Library School
Baton Rouge, La. 70803

*Louisiana State Univ. Library
Director T. N. McMullen
Baton Rouge, La. 70803

Ruth Colvin, Supervisor of
Materials of Instruction
Bossier Parish School Board
3228 Barksdale Blvd.
Bossier City, La. 71010

Terrebonne Parish Library
Margaret M. Shaffer
424 Rouselle St.
P.O. Box 510
Houma, La. 70360

Mary G. Royston
Media Center Librarian
Terrebonne Parish School Board
P.O. Box 629
Houma, La. 70360

LaFayette Public Library
Lucille A. Arecneaux, Lbn.
124 E. Main St.
P.O. Box 3427
Lafayette, La. 70501

*Calcasieu Parish Library
Margie Lynch, Lbn.
700 E. Frien Lake Road
Lake Charles, La. 70601

*Reva Chesson
Library Supervisor
Calcasieu Parish School Board
926 Kirkman Street
Lake Charles, La. 70601

La. Conf. of College & Univ.
c/o Ruth Reedy
Div. of Library, McNeese Univ.
Lake Charles, La. 70601

Jefferson Parish Rec. Dept.
Lib. Div., Maurice Walsh
3420 North Causeway Blvd.
P.O. Box 7608
Metairie, La. 70002

Ouachita Parish Public Lib.
1800 Stubbs Avenue
Monroe, La. 71201

* Indicates Survey was completed and returned to SLICE Office.

LOUISIANA Survey, continued

Yvonne B. Koch
 Iberia Education Center
 Former U. S. Naval Base
 New Iberia, La. 70560

Iberia Parish Library
 Ruth Lefkovits, Lbn.
 445 E. Main St. - Civic Center
 P.O. Box 1089
 New Iberia, La. 70560

*John P. Ische, Pres.
 Louisiana Lib. Assn.
 Louisiana State Univ. Med.
 Center Library
 New Orleans, La. 70112

Acad. Lib. Admin. of La.
 c/o John Gribbin
 Tulane Univ. Library
 New Orleans, La. 70118

Louisiana State Univ. N. O.
 Coleen C. Salley,
 Asst. Prof.
 New Orleans, La. 70122

Evelyn Peters, Supervisor
 of Library Services
 Orleans Parish School Board
 731 St. Charles Avenue
 New Orleans, La. 70546

*M. E. Wright, Jr., Librarian
 New Orleans Public Library
 219 Loyola Avenue
 New Orleans, Louisiana 70140

John Gribbin, Director
 Howard-Tilton Memorial Library
 Tulane University
 New Orleans, Louisiana 70118

Sam Dyson, Director
 Prescott Memorial Library
 Louisiana Technical University
 Ruston, Louisiana 71207

*Ferne Turner
 Parish Librarian
 Caddo Parish School
 1961 Midway
 Shreveport, Louisiana 71107

*Jack C. Mulkey, Director
 Green Gold Pilot Library System
 400 Edwards Street
 Shreveport, Louisiana 71101

* Indicates Survey was completed and returned to SLICE Office.

NEW MEXICO

*Alan B. Clark, Director
Albuquerque Public Library
Albuquerque, N. M. 87114

Greater Albuquerque Library Association
c/o Elinor McCloskey
Albuquerque Public School Libraries
P.O. Box 1927
Albuquerque, New Mexico 87103

New Mexico Association for
Education, Communication & Technology
c/o Jim Felts, President
10308 Piedra Court, N. W.
Albuquerque, New Mexico 87114

New Mexico School Library Association
c/o Pat Groman
1309 Alcazar, N. E.
Albuquerque, New Mexico 87110

*John F. Harvey
Dean of Library Services
University of New Mexico
Albuquerque, New Mexico 87106

New Mexico Library
Audio-Visual Education Council
c/o DeVere Walker
3301 Crescent Avenue
Farmington, New Mexico 87401

Hobbs Public Library
509 N. Shipp Street
Hobbs, New Mexico 88240

*Marie Neer Campbell
New Mexico Jr. College
Lovington Highway
Hobbs, New Mexico 88240

George Morey
Las Cruces Public Schools
301 W. Amador
Las Cruces, New Mexico 88001

Mildred A. Barrett
New Mexico State University
Box 3475
Las Cruces, New Mexico 88001

Donald Dresp, Librarian
Thomas Branigan Memorial Library
106 West Hadley Avenue
Las Cruces, New Mexico 88001

Edward H. Rauchfuss
Los Alamos Public Schools
P.O. Drawer 90
Los Alamos, New Mexico 85744

*Rio Grande Chapter
Special Library Association
c/o Lois Godfrey
156 Tunyo
Los Alamos, New Mexico 87544

*Pearce S. Grove, Director
Eastern New Mexico University
Portales, New Mexico 88130

*Denis D. Roark
Eastern New Mexico University
Box 6761
Roswell, New Mexico 88201

*C. Edwin Dowlin, Director
New Mexico State Library
P.O. Box 1629
Santa Fe, New Mexico 87501

Phoebe Harris
Santa Fe Public Library
Santa Fe, New Mexico 87501

*Jane Gillentine
Library Media Specialist
State Department of Education
Education Building
Santa Fe, New Mexico 87501

* Indicates Survey was completed and returned to SLICE Office.

OKLAHOMA

*Billie M. Day
Chickasaw Library System
22 Broadlawn Village
Ardmore, Oklahoma 73401

Oklahoma Chapter
Special Library Association
c/o Lester Meltzer
Phillips Petroleum
R & D Library
265A, R. B. #1
Bartlesville, Oklahoma 74004

*William A. Martin, Jr.
Oklahoma College of Liberal Arts
Chickasha, Oklahoma 73018

*Dee Ann Ray, Librarian
Western Plains Library System
P.O. Box 627
Clinton, Oklahoma 73601

*T. Gene Hodges
Central State College Library
Edmond, Oklahoma 73034

Jean Harrington
Public Library of Enid & Garfield
120 W. Maine
Enid, Oklahoma 73701

*James H. Byrn
Cameron College Library
Lawton, Oklahoma 73501

Zoe Gigoux
Lawton Carnegie Public Library
Box 1128
Lawton, Oklahoma 73501

*James R. Wilkerson
Muskogee Public Library
401 E. Broadway
Muskogee, Oklahoma 74401

William H. Lowry
Pioneer Multi-County Library
225 N. Webster
Norman, Oklahoma 73069

*Frank J. Bertalan, Director
University of Oklahoma
School of Library Science
Norman, Oklahoma 73069

James K. Zink
University of Oklahoma
401 W. Brooks
Norman, Oklahoma 73069

*Lee B. Brawner, Exec. Director
Oklahoma County Libraries
131 N. W. Third
Oklahoma City, Oklahoma 73102

*Ralph Funk, Director
Oklahoma Department of Libraries
Box 53344
Oklahoma City, Oklahoma 73105

*Thelma Jones, Coordinator
School Media Service
Oklahoma City Public Schools
900 N. Kleiu
Oklahoma City, Oklahoma 73106

Frances Kennedy
Oklahoma City University Library
Oklahoma City, Oklahoma 73106

*Elizabeth Geis
Library Resources
State Department of Education
Oklahoma City, Oklahoma 73105

*Jane Northcutt
Ponca City Library
515 E. Grand Avenue
Ponca City, Oklahoma 74601

Helen Richardson
Ponca City Library
515 E. Grand Avenue
Ponca City, Oklahoma 74601

*Roscoe Rouse
Oklahoma State University Library
Stillwater, Oklahoma 74074

* Indicates Survey was completed and returned to SLICE Office.

OKLAHOMA Survey, continued

Eva Roberts
Supervisor of Libraries
Tulsa Public Schools
Education Service Center
3027 S. New Haven
Tulsa, Oklahoma

*Allie Beth Martin
Tulsa City-County Library
400 Civic Center
Tulsa, Oklahoma 74103

Tulsa Jr. College Library
909 S. Boston
Tulsa, Oklahoma 74119

Guy Logsdon
University of Tulsa
600 S. College
Tulsa, Oklahoma 74104

* Indicates Survey was completed and returned to SLICE Office.

TEXAS

Wilbur D. Blackmon, Director
Abilene Public Library
202 Cedar Street
Abilene, Texas 79061

*Alice Green, Director
Amarillo Public Library
10th and Polk Streets
Amarillo, Texas 79150

Maxine Merriman
Coordinator, Library
Amarillo Public Schools
910 West Eighth
Amarillo, Texas 79101

John A. Hudson
Librarian
University of Texas at Arlington
Arlington, Texas 76010

*Dorman Winfrey, Director
Texas State Library
Texas Archives & Library Bldg.
Box 12927, Capitol Station
Austin, Texas 78711

Austin Library Club
c/o Ann Bowden
Austin Public Library
P.O. Box 2287
Austin, Texas 78767

David Earl Holt, Director
Austin Public Library
401 West Ninth Street
Austin, Texas 78701

Opal Holden
Supervisor, Library
Austin Public Schools
6100 North Guadalupe
Austin, Texas 78752

Ruth Junkin
Supervisor, Library
Austin Public Schools
6100 North Guadalupe
Austin, Texas 78752

*Catheryne S. Franklin
P.O. Box 7576, Univ. Station
Austin, Texas 78712

*The University of Texas
c/o C. G. Sparks
Graduate School of Library Science
Box 7576, University Station
Austin, Texas 78712

*The Southwestern Chapter of the
American Assoc. of Law Libraries
c/o Isabella Hopkins
Criminal Justice Reference Library
2500 Red River
Austin, Texas 78705

*Texas Assoc. of Ed. Technology
Donald Nicholas/College of Ed.
Media Education Center
Univ. of Texas at Austin
Austin, Texas 78712

*Mary R. Boyvey
Media Program Director
Texas Education Agency
Austin, Texas

*David Clay
Asst. to the Pres. for Library Affairs
Main Library, Univ. of Texas
Austin, Texas 78712

Heartsill H. Young
University of Texas
Box P
Austin, Texas 78712

Nelleen Stancil, Director
Library, Beaumont Public Schools
820 Neches
Beaumont, Texas 77704

Kenneth Roach
Howard County Jr. College Library
11th Place & Birdwell Lane
Big Spring, Texas 79720

*R. B. Thomas
Lamar University Library
Box 10021, Lamar Univ. Station
Beaumont, Texas 77710

* Indicates Survey was completed and returned to SLICE Office.

TEXAS Survey, continued

Dora F. Nisby, Supervisor
Elementary Librarian
South Park Independent School
1025 Woodrow
Beaumont, Texas 77705

*John B. Smith
Texas A & M University
Libraries
College Station, Texas 77843

*East Texas State University
Department of Library Science
Commerce, Texas 75428

*Texas Council on Library Educators
c/o Dorothy Lilley
School of Library Science
East Texas State University
Commerce, Texas 75428

Coastal Bend Library Association
c/o Elizabeth Gable
LaRetama Public Library
505 N. Mesquite Street
Corpus Christi, Texas 78401

*Edith Cosgrove
Library Consultant
Corpus Christi Public Schools
Box 110
Corpus Christi, Texas 78403

*Phyllis S. Burson, Director
LaRetama Public Library
505 North Mesquite Street
Corpus Christi, Texas 78401

*Lillian Bradshaw, Director
Dallas Public Library
1954 Commerce
Dallas, Texas 75201

*Dallas County Library Association
Richard Waters, President
c/o Dallas Public Library
1954 Commerce Street
Dallas, Texas 75201

Mickey M. Sparkman
El Centro College Library
Main & Lamar
Dallas, Texas 75202

*James Stephens
Science Library
Southern Methodist University
Dallas, Texas 75222

*TALON Regional Group
Medical Library Association
Donald D. Hendricks, Director
University of Texas Health Science Ctr.
5323 Harry Hines Boulevard
Dallas, Texas 75235

*Dewey Carrol
North Texas State University
Department of Library & Infor. Sci.
Denton, Texas 76203

*David A. Webb, Director
North Texas State University
Library
Box 5188
Denton, Texas 76203

*Texas Woman's University
c/o D. Genevieve Dixon
School of Library Science
Box 2905
Denton, Texas 76204

*Border Regional Library Association
c/o Mary Miller
6813 Bellrose, Apt. 11
El Paso, Texas 79925

John Wayne Smith, Director
El Paso Public Library
501 North Oregon Street
El Paso, Texas 79901

Christina Glass, Consultant
Library
El Paso Public Schools
Box 1710
El Paso, Texas 79949

* Indicates Survey was completed and returned to SLICE Office.

TEXAS Survey, continued

Lillian Imle
Library Coordinator
Ysleta Public Schools
8445 Valdespino
El Paso, Texas 77907

*Mabel C. Fischer, Director
Fort Worth Public Library
Ninth & Throckmorton Streets
Fort Worth, Texas 76102

*Luella Higley, Consultant
Materials & Library Services
Fort Worth Public Schools
3210 West Lancaster
Fort Worth, Texas 76100

*John P. Vagt
Dean of Learning Resources
Tarrant County Jr. College
5309 Campus Drive
Fort Worth, Texas 76119

*Paul Parham
Main Library
Texas Christian University
Fort Worth, Texas

Texas Council of Jr. College
c/o Mary Ann Perussina
Division of Library Service
Galveston College
4015 Avenue Q
Galveston, Texas 77550

Houston Library Association
c/o Jay Clark
Houston Public Library
500 McKinney Avenue
Houston, Texas 77002

Verna Mair
Library Supervisor
Aldine Public Schools
14910 Aldine-Westfield Road
Houston, Texas 77039

William Stewart, Director
Lubbock City-County Libraries
2001 19th Street
Lubbock, Texas 79401

*S. James Corvey
Director of Library Service
Houston Community College System
3830 Richmond Avenue
Houston, Texas 77027

Houston School Library Association
c/o Eleanor Alexander, Library
Houston Independent School District
Houston, Texas 77001

*David M. Henington, Director
Houston Public Library
500 McKinney Avenue
Houston, Texas 77002

*Elenora Alexander
Director of Audio-Visual
Houston Public Schools
3800 Richmond
Houston, Texas 77027

Louie Reifel, Supervisor
Library Services
Houston Public Schools
3800 Richmond
Houston, Texas 77027

Richard L. O'Keeffe
Librarian
Fondren Library
Rice University
Houston, Texas 77001

Lois Land, Director
Learning Media Services
Spring Branch Public Schools
955 Campbell Road
Houston, Texas 77024

Texas Chapter Special Library Assoc.
c/o Lou Parris
Esso Production Research Co.
P.O. Box 2189
Houston, Texas 77001

*Stephen R. Salmon
University of Houston
3801 Cullen Boulevard
Houston, Texas 77031

* Indicates Survey was completed and returned to SLICE Office.

TEXAS Survey, continued

Frances Akins, Consultant
Library
Lubbock Public Schools
1628 19th Street
Lubbock, Texas 79401

James E. Platz
Texas Tech University
Library
Box 4079
Lubbock, Texas 79409

Lawrence N. Di Pietro
Assistant Director
Learning Resources Center
Eastfield College
3737 Motley Drive
Mesquite, Texas 75149

*Bexar County Library Association
c/o J. D. Wallace
San Antonio College Library
1001 Howard Street
San Antonio, Texas 78212

Olga Fischell
Library Supervisor
Edgewood Public Schools
5358 West Commerce
San Antonio, Texas 78238

Yvonne Ross, Supervisor
Library Services
North East Public Schools
10214 Sommers Drive
San Antonio, Texas 78283

Our Lady of the Lake College
Department of Library Science
411 South West 24th Street
San Antonio, Texas 78207

San Antonio Jr. College Central
1300 San Pedro Street
San Antonio, Texas 78212

James O. Wallace
San Antonio College Library
1001 Howard Street
San Antonio, Texas 78284

*Irwin Sexton, Director
San Antonio Public Library
203 South St. Mary's Street
San Antonio, Texas 78205

Helen Click
Texarkana Community College
Library
Texarkana, Texas 75501

School Library Supervisors Association
c/o Zella Lewis
Tyler Independent School District
Tyler, Texas 75701

James H. Rogers
Baylor University
Library
Box 6307
Waco, Texas 76706

* Indicates Survey was completed and returned to SLICE Office.

Appendix 6

Data Gathered from the Survey Instruments

Based on data gathered from:

State Libraries A-6(a)
Public Libraries A-6(b)
Senior and Community Colleges A-6(c)
School Library Systems A-6(d)
Graduate Library School Programs A-6(e)
Library Associations A-6(f)

All data was compiled by Maryann Duggan
May, 1973

CONTINUING EDUCATION AS IT EXISTS IN
STATE LIBRARIES IN THE SOUTHWEST

All of the six state library agencies responded with questionnaires. The actual response to each question by each state library agency is compiled in the attached.

Data Sheet

Please list the specific programs, courses, or activities in the area of library continuing education that are being carried out or are being planned. Please use additional sheets if necessary.

1. Formal courses for credit (specify: Extension, Night, Correspondence)
 - a. (1971-73) and b. Planned (1973-74)
Arizona: none
Arkansas: none
Louisiana: none
New Mexico: correspondence course from Loyola at present; plan one on Reference next year
Oklahoma: none
Texas: none
2. Non-credit courses (specify)
 - a. (1971-73) and b. Planned (1973-74)
Arizona: none
Arkansas: Public Library Administration and service for staff at public libraries held at University of Arkansas (Fayetteville), Aug. 1-6, 1971
Louisiana: none
Oklahoma: none
Texas: none
3. Workshops:
 - a. (1971-73) and b. Planned (1973-74)
Arizona: six to eight each year covering state programs, technical services
Arkansas: (1) service to disadvantaged, Sept. '71; Feb. and March, '72; March '73 for staffs of local public libraries and cooperating agencies; (2) SLICE/MARC-0, April '72 at University of Arkansas for public and academic librarians; (3) reference workshops for all types of libraries, Oct. '72; (4) Institutional library service for staff of state Institutional Libraries, semi-annually.
Louisiana: none
New Mexico: (1971-73) (1) five area workshops for public librarians on state aid and on collection evaluation; (2) CIPP workshops for NMSL staff; (3) library service to disadvantaged - 3 sessions; (4) NMSL staff attended MBO workshop held for State Department of Education; (5) Staff (in-house) MBO workshop; (6) MBO workshop for Albuquerque P.L. staff; (7) MBO & Proposal writing for public librarians; (8) On-going staff meetings with regional librarians every other month; (9) NMSL staff conducted workshops at Dulce, Acoma, and Johnson O'Malley on early childhood

training for Indian teachers and staff, (1) MARC-SLICE w/UNM for public librarians, (1) Networking with in-house staff, (12) NMLA pre-conference workshop NMSL staff were participants only

New Mexico: (planned for 1973-74) (1) ILL continuing w/NMLA Bibliographies, (2) Library promotion for boards, administration

Oklahoma: (1) Selection of new children's books (for elementary school teachers)

(2) Development of children's services in library systems

(3) Preschool picture book storyhours in public libraries

(4) Storytelling workshops

(5) Services of the Oklahoma Department of Libraries

(6) Use of multi-media in public libraries

(7) Selection of Newbery and Caldecott Award books

(8) Educational toys and games as part of public library service to early childhood

(9) Service to disadvantaged by public libraries

(10) Service to disadvantaged by school libraries

(11) Workshop on puppetry

(12) Law reference

(13) General reference methods

(14) Archives and local history for local communities

(15) MARC-O

(16) OTIS (Oklahoma Teletype Interlibrary System)

(17) Public library development in Oklahoma

(18) Developing children's services in institutional libraries

(19) Institutional library facilities and operations

(20) Documents utilization

(21) Audiovisual equipment and materials

Texas: 1971

(1) Collection Building and Maintenance. Mrs. Mabel Fischer, 3 days, 1 location

(2) Young Adult Services. Betty Bryan, 3 days, 1 location

(3) Library Services and Materials for Mexican-Americans. Dr. Horace Ulibarri, 2 days, 1 location (repeat of a 1970 workshop held in a different location)

(4) Personnel Management. Mrs. Allie Beth Martin, 2 days, 1 location

(5) Attracting the Non-User. Dr. Kenneth Beasley, 2 days, 1 location

(6) LSCA, Title I. New Programs-New Criteria - New Application Procedures.

Field Consultant staff, Texas State Library, 1 day, 23 locations

(7) Service Trends in Texas Public Libraries. Field Consultant staff, Texas State Library, 1 day, 12 locations

1972

(8) Developing Human Resources in the Library. Dr. Elizabeth Stone, 2 days, 1 location

(9) Personnel Management: The Human Side of Libraries. Allie Beth Martin, 2 days, 1 location

(10) Programs and Services for Children. Celia Carroll, 3 days, 1 location

(11) Programs and Services for Young Adults. Mrs. Betty Brown, 3 days, 1 location

(12) LSCA Title I - Priority Proposals. Field Consultant staff, Texas State Library, 1 day, 19 locations

(13) Successful Interaction: Librarians, Trustees, Government Officials. Field Consultant Staff, Texas State Library, 1 day, 20 locations

1973

(14) Collection Development and Services for Adults. Field Consultant Staff, Texas State Library, 1 day, 20 locations

(15) Workshop on the Aging. Texas State Library and North Texas Center for

Aging, 1 day, 10 locations

Planned (1973): Children's Services Workshop. Celia Carroll, 3 days, 1 location

4. Seminars or Institutes:

Arizona: Budgeting and Automation - March 24, 1972

Situation Training for Service to Mexican-American - 1972/73

They were held in the following locations:

Flagstaff - October 9, 1971

Tucson - October 7-8, 1971

Phoenix (Scottsdale) - November 20, 1971

Prescott - February 17-18, 1972

Tucson - February 19, 1972

Yuma - June 8-9, 1972

Tempe - January 20, 1973

Miami - November 16-17, 1972

Arkansas: none reported

Louisiana: none reported

New Mexico: (1) Supervisory Management Training

(2) Behaviorial Psychology

(3) Dr. Rapp from Denver with Task Force

(4) Administrators' CLS seminar

(5) Training trainers

(6) SLICE Program

(7) NMSL staff training session & consultation with Farmington staff

(8) NMSL staff consultant. 2 NMSL staff participants on Library Service to Minority Groups for Albuquerque PL at Model Cities Library

(9) Consultant for Norman, Oklahoma institute Library Service to disadvantaged
Oklahoma: none reported

Texas: 1972

(1) Interlibrary Loan Librarians Seminar, 1 day, 1 location; Frances Brownlow
1973

(2) Workshop on Systems. Alice Ihrig. Held as a pre-conference institute to the annual meeting of the Texas Library Association, 1 day, 1 location

(3) Size II (Area Library) Seminar. Katherine Ard. Held as a mini-seminar at the annual meeting of the Texas Library Association, 1 day, 1 location

5. Conferences

Arizona: none reported

Arkansas: none reported

Louisiana: Annual Conference of Administrative Public Librarians

New Mexico: Four Corners meetings with other states -- (1) coordinated library service, (2) NEMISYS-NETWORK NMSL Staff, academic and professional librarians in state, Academic groups. SLICE, state agencies

Oklahoma: none 71-73; planning Governor's Conference on Libraries, Oct. 1973 with OLA and OEA

Texas: none reported

6. Development of programs which have traveled from one region to another

Arizona: see #4 above

Arkansas: none reported

Louisiana: none reported

New Mexico: (1) ESC & regional librarians had a workshop meeting to start program, (2) Media machine pilot program in Northern region expected to expand,

(3) Public relations/contacts; gov. service liaison; para-professional orientation to impact service; school media center definition in liaison with service
Oklahoma: Several workshops on OTIS
Texas: See #3 & #4 above

7. Development of Packaged Programs:

Arizona: used WICHE programs on Planning Process (1 day) and MBO (2 days)
Arkansas: none reported
Louisiana: correspondence course in reference tasks and procedures adapted by State Library Reference Staff from courses developed by San Joaquin Valley Information Service
New Mexico: Development of packaged programs; Loyola Course, Correspondence - Classroom sessions with state library personnel and other professional librarians as instructors & modular: whole-family program planning; media uses
Oklahoma: (1) (1971-73) Slide show on reaching the unreached (with OLA SRRT); slide show on service to nursing homes (with SLICE committee); slide show on Oklahoma Teletype Interlibrary System; traveling exhibit on Indian culture; exhibit of new children's books. (2) Planned (1973-74) Indian culture exhibits including sound/slide; public library development in Oklahoma; measuring library achievement in Oklahoma; institutional library services and development in Oklahoma; developing a local history program in public libraries
Texas: none reported

8. Use of Television

Arizona: none reported
Arkansas: none reported
Louisiana: none reported
New Mexico: Explanation of bookmobile services on TV. Made some tapes for TV and had some interviews on radio concerning BBPH. Not done as continuing education - more as public relations. Adult education w/ALB PL.
Oklahoma: (1971-73) Puppetry, storytelling, library development -- guest appearances. Series on children's services (educational channel); Planned (1973-74) Series on children's services directed to parents (preschool)
Texas: none reported

9. Development of Tutorials

Arizona: a number of these are conducted each year in public libraries throughout the state
Arkansas: none reported
Louisiana: none reported
New Mexico: Emergency Employment Act funded salaries for Indian interns to learn library work
Oklahoma: MARC-O, Archives, A-V, institutional library facilities and management; maintaining a public library book collection (acquisition, cataloging, weeding); organizing a multi-county library; children's services in the public library; children's services in institutional libraries; public documents service; in libraries; educational toys and games for children; children's illustrator
Texas: none reported

10. Research in the area of continuing library education, including proposals submitted even though they have not been funded or implemented

Arizona: none reported
Arkansas: none reported
Louisiana: none reported
New Mexico: survey of public libraries annual report each year for educational information. NMLA & NMSL planning ad hoc study of competencies and needs of library personnel
Oklahoma: none reported
Texas: none reported

11. Consultation services provided by your staff for continuing library education programs

Arizona: Besides those mentioned above, the State Library assists the University of Arizona, individual libraries, WICHE, SLICE, The State Library Association, and other agencies in planning and conducting workshops, institutes, etc.
Arkansas: Reference workshops for local librarians in five areas of the state 1971 - six in 1972 directed by Mrs. Carol Wright, librarian, Ozarks Regional Library, Fayetteville who has presented her plan to SLICE to be used in the southwest region.
Louisiana: General consultants give limited assistance to public librarians developing staff programs. Plan to employ a consultant full time for planning, coordinating and evaluating continuing education
New Mexico: Staff provided consulting service to 19 public libraries, give orientation to teachers and aides in Early Childhood program, consult with Model Cities for Albq. P.L.
Oklahoma: Consultant services in developing staff skills in adult and children's services; in conducting a staff human relations program; in education of library board members and citizens; in developing staff skills in utilization of audiovisual equipment and materials
Texas: Informal and individual basis with librarians. Research and reference work is provided for those conducting the special workshops as well as the Field Consultant staff. The Professional Librarianship Collection in Field Services Division is used extensively for these purposes.

12. Role taken by members of your staff in state or regional long-range planning for continuing education

Arizona: See No. 11
Arkansas: Study of needs for Arkansas libraries in preparation of ALL's Long Range Plan
Louisiana: State Librarian and Associate participated in developing long-range plan for library development including general plans for continuing education. Planned for 1973-74, a consultant to work with Louisiana State University School of Library Science and State Department of Education in developing specific plans
New Mexico: First year Program Planning
Oklahoma: Staff have served on OLA Committee on Continuing Education; on the SWLA New Directions survey team; this agency has made grants to SLICE for two years; Director is on Advisory Council of SLICE. Department has helped publicize work of SLICE, SWLA and OLA Committee on Continuing Education.
Texas: Consulted with staff of North Texas Center for Studies in Aging (Sept. '73) on planning 10 workshops for state wide scheduling

13. Other

Arizona: none
Arkansas: none

Louisiana: none
New Mexico: none
Oklahoma: none
Texas: none

14. What are the continuing education objectives and concerns of your state library?

Arizona: To provide opportunities for the continuing education process of all types of library personnel in the state.

Arkansas: Goal IV of LONG RANGE PLAN: To raise standards of library service through improving the quality of personnel and the continuing education of personnel. Objective 6: To plan and conduct a program of staff development at state and local levels:

- (1) Plan and conduct semi-annual workshops and institutes to present new ideas, to foster their acceptance and encourage the sharing of resources.
- (2) Distribute recommended readings regularly.
- (3) Encourage participation in local civic and educational organizations to know the needs of the community.

Louisiana: Providing reference correspondence course for non-professional staffs of public libraries; conducting reference and interlibrary loan workshop for staff in each library system; providing government documents workshops; continuing to conduct an annual conference for administrative librarians of public libraries covering current concerns; developing within each library system a plan for continuing education of the staff to meet the specific needs of the system area; providing a State Library staff development program to meet needs of both clerical and professional staff; assisting public librarians in the state to develop special competencies in outreach programs and a knowledge of materials suitable for use with the disadvantaged and the racial minorities; and cooperating with the Southwestern Library Association in programs of continuing education for library personnel.

New Mexico: Mostly staff development of all levels especially service oriented. Staff Development Objectives are:

- a. Development of library planning skills for service to clientele groups through staff training opportunities.
- b. Cohesive direction toward the mutual goal of the state Library divisions furthered by in-service training programs.
- c. Coordination of existing educational opportunities for stronger applicability to widespread staff development.

Oklahoma: We are interested in continuing education programs which will (1) accelerate library development statewide, and (2) improve the ability of our own staff to serve state government effectively.

Texas: "To provide educational opportunities for librarians, .. trustees, systems council members ... local and regional government officials on the philosophy and importance of statewide library service ..." on the premise that all local libraries should have access to dependable collections and service.

15. How high a priority does continuing education have in your state library in relation to its other objectives?

Arizona: Very high priority in the Library Extension Service Division. Objective No. 6 out of 25.

Arkansas: A continuing high priority - basic to improving the public library program - has had high priority since beginning of Arkansas Library Commission in 1937.

Louisiana: Though personnel development is the number one goal in our long-range plan, it isn't our number one priority. There are other agencies at the state and local level which could assume this responsibility whereas there are certain functions which we uniquely can perform.

New Mexico: Staff development is a priority of the 5-Year Program; active program higher priority on operational, planning levels.

Oklahoma: A high priority in the specific areas set out in 14 above, which relate to our statutory responsibilities. We consider the goal of individual self-development for every librarian is important, but not as urgent for this agency as it would be for a state library association.

Texas: Consultant and workshop programs, plus professional library collection are main concerns of one division. Priorities are:

- (1) Grants to local libraries (from LSCA funds)
- (2) Continuing education through workshop and consultant service.

16. In your state library, how is it determined what programs will be developed and implemented?

- Arizona:
1. Need
 2. Educational level of library personnel
 3. Resources available

Arkansas: The Arkansas Library Commission is the policy making body and determines the priority of programs prepared by the professional staff.

Louisiana: Institutes such as the Systems Institute have grown out of discussion and recommendations by such groups as the Library Development Committee of Louisiana and by librarians at the Administrative Librarian's Conference held annually.

New Mexico: State Library objectives to implement 5-Year Program, (as can be supported with available funds)

Oklahoma: They are developed and implemented to meet specific objectives in line with the general goals of (1) accelerating library development statewide, and (2) improving this agency's services to State government. Priority is determined by how immediately urgent and helpful the program will be in meeting these goals. Director, Branch heads, supervisors, or staff may propose programs.

Texas: Under LSCA: Advice of LSCA Council, Consultation of Consultant group, Consultation of Administrative officials, Consultation with librarians involved in workshops.

17. What is the relation to needs of librarians statewide to programs offered?

Arizona: Training is geared to the education and experience of participants. Because of the large percentage of non-professionals in the smaller libraries, there is a constant need for the very elementary type of presentation.

Arkansas: From questions received on WATS need for reference and services to disadvantaged evident. Workshops followed.

Louisiana: All continuing education programs have been related directly to needs of librarians, such as: Systems Institute held when system organization was begun; content of annual Administrative Librarians's Conference related to need for training in working with disadvantaged ETV and CATV techniques, etc.

New Mexico: Related to existing lack of formal public library education in New Mexico.

Oklahoma: Programs are offered which meet the needs of librarians statewide if they will accelerate the statewide development of library services or improve the service given to State government.

Texas: Needs are assessed by staff and librarians, both for group and individual opportunities. Needs so varied among personnel in libraries, only general needs can be met in programmed opportunities.

18. How are needs determined?

Arizona: By the education and experience level of library personnel and by new developments locally, statewide and nationally.

Arkansas: From a study of conditions in the local libraries.

Louisiana: Verbal expression from librarians
Questionnaires
Assessment of new developments requiring new skills
Observations of consultants

New Mexico: Needs assessments through statewide data and localized feedback

Oklahoma: By the Director and staff from close working relationships with librarians, government officials, and citizens in every part of the State; involvement in professional library association activities at the state, regional, and national level; and an intensive effort to keep abreast of trends in modern librarianship, as well as legislative and governmental trends which affect libraries.

Texas: Statistical assessment, questionnaire, consultation.

19. What do you see as the need for continuing education in libraries in your state?

Arizona: See answer to No. 17

Arkansas: Basic to any progress - fundamental

Louisiana: Refresher and enrichment courses for professionals; regional inservice training for non-professional staff

New Mexico: Crucial to development of coordinated Library System in the state

Oklahoma: (1) Orientation programs for new staff (2) Inservice training in the specific job (3) Concepts of modern librarianship for untrained library workers, paraprofessionals and trustees (4) New developments in librarianship (technology, cable tv, standards, etc.) (5) Library related subjects not taught in library schools (6) Education in the state's library development goals and needs (7) Larger concepts and controversial issues of librarianship and the information industry re access to information.

Texas: In the 10 largest libraries 268 professionals (with 5th year degree from an ALA accredited library school) plan and direct service to more than 5,000,000 people. In 35 medium-size libraries 85 professionals are at work. In 14 medium-size libraries there is no professional. How could the need be other than attainment of qualification by staff already at work?

20. What provision is made by your library for the continuing education of the state library staff?

Arizona: Staff members are encouraged and supported in attendance at local, state and national workshops, institutes, seminars and conferences. Funding requires close selection of those offered as out-of-State travel is usually curtailed.

Arkansas: State library law requires the attendance of public librarians at any meetings called by the Commission. State aid is available for expenses. Also attendance at state, regional, national associations recommended.

Louisiana: Staff meetings with programs or discussions on topics of current concern. Released time for professional reading. Attendance at library conferences, institutes, and workshops. Visits to libraries and other institutions outside the state. Special courses in basic supervision and human relations.

New Mexico: Gives time off to staff enrolled in college courses; continuous in-house training on scheduled and informal basis.

Oklahoma: Scholarships are given for job-related course work, both credit and non-credit; leave with pay for attendance at professional meetings, conferences, institutes, seminars, workshops, with all expenses paid where funds permit; regular meetings of professional and paraprofessional staff planned by a staff committee.

Texas: Attendance at conference and seminars. Expert consultants provided at each quarterly meeting of field consultant staff.

21. What is the reward system for continuing education activity?

Arizona: Does count for promotions to higher classification. Performance can give a merit increase.

Arkansas: Increase in salaries, better working conditions, more interesting work.

Louisiana: none

New Mexico: Certification eligibility for higher positions, administration of public libraries.

Oklahoma: The opportunity for self-improvement which may lead to advancement in position either in this agency or another.

Texas: No stipulated reward provided. Increase in performance and professional competence recognized in promotion and merit salary increases, but not directly associated with opportunities provided.

22. Are there any specific requirements regarding the continuing education of the state library staff?

Arizona: No

Arkansas: No but the Arkansas Library Commission encourages and provides expenses for state staff to attend regional and national library conferences, workshops, institutes.

Louisiana: No

New Mexico: No

Oklahoma: No

Texas: No reply

23. Do you discuss continuing education with those in other professional groups in your state?

(6) Yes: Arizona, Arkansas, Louisiana, New Mexico, Oklahoma, Texas

24. Do you attend planning sessions or programs of other professional groups in your state?

(6) Yes: Arizona, Arkansas, Louisiana, New Mexico, Oklahoma, Texas

25. Are you aware of what other professionally oriented groups are doing in your state?

(6) Yes: Arizona, Arkansas, Louisiana, New Mexico, Oklahoma, Texas

26. In what ways do you interact or do you think it would be beneficial to interact with other professional continuing education programs in your state?

Arizona: Only when the programs relate in some manner to our needs.
Arkansas: To continue to meet, discuss, and plan with other professions and programs
Louisiana: Consult with training coordinator of State Dept. of Civil Service
New Mexico: Training in specialized fields; orientation to outreach service to state agencies and special clientele groups; functional training in management and government which applies to libraries.
Oklahoma: At the state agency level, through the Intergovernmental Personnel Agency in the Governor's Office of Community Affairs and Planning; and through the Public Personnel Management Council (personnel officers of state agencies). We would like to see Oklahoma Library Association initiate formal liaison with such other professional associations, such as OEA, Oklahoma Public Health and Welfare Association., etc. in this area and others.
Texas: Concerted Planning should be undertaken

27. Administratively how are continuing education programs in your state library:

Approved?

Arizona: By Director, by available funds, by benefits derived from program, need to accomplish our objectives
Arkansas: Presented by the librarian to the Arkansas Library Commission for approval or disapproval
Louisiana: By State Librarian and Department Head(s)
New Mexico: State Library policy level decision
Oklahoma: By Branch Heads and/or Director
Texas: By Director and Assistant Director

Patterned?

Arizona: On needs of Archives
Arkansas: By the needs of the librarians and available resources
Louisiana: Appropriate departments of the State Library; Planning Committees of Librarians involved; in cooperation with L.S.U. School of Library Science.
New Mexico: Imposed pattern by college, with additional seminars, workshops - structured for participation.
Oklahoma: By staff specialists in various areas, supervisors, Branch heads, Staff committees, and/or the Director.
Texas: By group consultation in the Field Services Division

Continued?

Arizona: Evaluation of results
Arkansas: By success or failure of the programs as evaluated by the participants.
Louisiana: To date these have been single rather than continuing programs
New Mexico: In planning
Oklahoma: See above
Texas: See above

Discontinued?

Arizona: Evaluation of results
Arkansas: Following review by the Arkansas Library Commission to determine need for continuance; evaluation by the librarians; by availability of funds.

Louisiana: No reply
New Mexico: Financial, staff shortage: formal close-out of courses. Programs assumed by other professional groups.
Oklahoma: See above
Texas: By group consultation

28. How are Continuing Education Programs in your library financed:

Arizona: Travel funds and registration fees from state library budget
Arkansas: State library budget
Louisiana: State library budget, registration fees, special grants are by School of Library Science and Division of Continuing Education at LSU
New Mexico: State library budget, special grants, and private funds
Oklahoma: State library budget, special grants, registration fees and various combinations. Staff members pay cost; library gives time off. Sometimes cost of training borne by other agencies.
Texas: Occasionally by State library budget. LSCA funds usually

29. What is the clientele toward which your programs are directed?

- (2) Only Professional Librarians (Arizona, Arkansas)
- (4) Professionals, technicians, clerical (Arizona, Arkansas, Louisiana, New Mexico)
- (3) Professionals and library technicians (Arizona, Arkansas, Texas)
- (3) All Employees in the libraries (Arizona, Arkansas, Oklahoma)

30. Does your state library provide any type of reward or recognition to individuals who participate in continuing education programs?

- (5) Yes (Arizona, Arkansas, Louisiana, New Mexico, Texas)
- (1) No (Oklahoma)

31. What specific form does recognition take (Specify):

Arizona: Sometimes certificates are issued
Arkansas: Expenses are paid - recognition is given for attendance University of Arkansas; gives certificate for non-credit courses. Continuous efforts to make library work more interesting and to secure better salaries for better work.
Louisiana: Certificate
New Mexico: Public announcement, news release, letter to board of trustees
Oklahoma: No response
Texas: Certificate of completion

31. Does your state library have one specific person or group that has special responsibility in the area of continuing education?

- (4) Yes (Arkansas, New Mexico, Oklahoma, Texas)
- (2) No (Arizona, Louisiana - plan to hire one)

32. What is the title of this person?

Arkansas: Librarian and Executive Secretary of Commission
New Mexico: Staff Development Consultant - Position vacant
Oklahoma: Staff Planning Committee (on 6 month term) and Dorothea Dale
Continuing Education for Librarianship Committee (3 people)

Texas: Director Field Services Division

33. What is the scope of their job?

Arkansas: The planning of all library programs with the assistance of the professional staff

New Mexico: Research, planning and coordination of statewide library educational opportunities

Texas: Planning for public library development

34. What is the name of the person or persons who has this responsibility in your organization at the present time?

Arkansas: Mrs. Karl Neal

Oklahoma: Nancy Tompkins; Mary Ann Wentworth

Texas: Katherine Ard

35. Does your state library serve as a clearing house for:

- (4) Bibliographies (Arizona, Arkansas, New Mexico, Texas)
- (3) Model Programs (Arkansas, New Mexico, Texas)
- (2) Approved projects (Arkansas, New Mexico)
- (2) Disapproved applications (Arkansas, New Mexico)
- (3) Reports of utilization of research in continuing education (Arizona, New Mexico, Texas)

36. Do you feel there is a need for:

- (6) Training in administrative concepts and practices for top administrators? (Arizona, Arkansas, Louisiana, Oklahoma, New Mexico, Texas)
- (6) Training in administrative and management concepts for middle managers? (Arizona, Arkansas, Louisiana, Oklahoma, New Mexico, Texas)
- (6) Training for first line supervisors for the role as a developer of the human resources assigned to him or her? (Arizona, Arkansas, Louisiana, Oklahoma, New Mexico, Texas)
- (5) Training that has as its objective updating the practitioner in his subject specialty? (Arkansas, Louisiana, Oklahoma, New Mexico, Texas)
- (5) Planning for continuing education program development? (Arkansas, Louisiana, Oklahoma, New Mexico, Texas)
- (5) Training key personnel to optimally utilize nonprofessionals? (Arkansas, Louisiana, Oklahoma, New Mexico, Texas)
- (5) Provide consultation in continuing education program development for groups in your association wishing to plan continuing education programs? (Arkansas, Louisiana, Oklahoma, New Mexico, Texas)
- (6) Guides and criteria for program development? (Arizona, Arkansas, Louisiana, Oklahoma, New Mexico, Texas)
- (6) Evaluative criteria by which a library can determine its needs and those of its employees in the area of continuing education? (Arizona, Arkansas, Louisiana, New Mexico, Oklahoma, Texas)
- (6) Other (Specify):
Arizona: none; Arkansas: none; Louisiana: none; New Mexico: Training in special fields such as orientation to outreach service to state agencies and special groups; Oklahoma: see attached sheet for suggestions and comments; Texas: need for certification of MRC Directors, need fellowships to fund training, need to use closed circuit TV all over state

CONTINUING EDUCATION AS IT EXISTS IN
PUBLIC LIBRARIES IN THE SOUTHWEST

Data sheets were sent to the following number of public libraries in the six states with the indicated responses:

	<u>No. Sent</u>	<u>No. Returned</u>	<u>% Returned</u>
Arizona	8	2	20
Arkansas	15	6	40
Louisiana	8	4	50
New Mexico	4	2	50
Oklahoma	9	5	55
Texas	<u>10</u>	<u>8</u>	<u>80</u>
TOTAL	54	27	50%

The data reported by the 27* respondents are tabulated on the attached.

Data Sheet

Please list the specific programs, courses, or activities in the area of library continuing education that are being carried out or being planned by your library. Please use additional sheets if necessary.

<u>Offered or Developed</u>	<u>Nature of Programs</u>
1. <u>Workshops:</u> a. (1971-73)	<u>Conducted in Your Library or Library system:</u>
Arizona:	2 yes; (1) information retrieval and interlibrary loans, (2) children, (3) service for all, (4) audio-visual, (5) more audio-visual (6) BATAF workshop (7) Personnel Evaluations (8) Staff orientation
Arkansas:	4 none, 2 yes; (1) 4/71 children's books, (2) 10/71 controversial books, (3) 4/72 collecting local history, (4) 3/73 better public relations, (5) monthly staff meetings for regional branches
Louisiana:	4 none
New Mexico:	1 none, 1 yes; (1) evaluation of library materials for minority groups, 9/25/73 and 11/6/73
Oklahoma:	1 none, 4 yes; (1) inservice workshops on projection and film care, (2) children's summer programs and story hour, (3) display workshops (9/71), (4) annual storytelling workshops, (5) basic puppet workshops, (6) young adult materials, (7) current issues in literature, (8) materials and services of TCCL, (9) orientation, (10) OLA/SWLA/ALA, (11) Peggy Sullivan, (12) strategy for public library change, (13) materials selection policy, (14) microfiche catalogs
Texas:	1 none, 6 yes; (1) reference, (2) puppet construction and programming, (3) literary criticism, (4) paperbacks, (5) public relations, (6) children's services, (7) documents, (8) reference, (9) bulletin board, (10) interlibrary loan, (11) program planning, (12) interpersonal communication skills, (13) book reviewing, (14) children's librarians' idea exchange, (15) storytelling, (16) collection building, (17) goals, (18) interlibrary loan, (19) serving the unserved, (20) reference, (21) service to aging, (22) puppets, (23) film

*3 libraries responded after the deadline, but their data was included in the final tabulation.

evaluation and selection, (24) right to read, (25) clerical supervisors workshop, (26) library basics, (27) personnel management (28) System analysis

Workshops:

In Your Library or Library System

b. Planned (1973-74)

Arizona: 2 none

Arkansas: 4 none, 2 yes; (1) Spring 1974: Books on arts and crafts; (2) Fall 1974: young adult books; (3) monthly meetings of regional staffs

Louisiana: 3 none, 1 yes; (1) quarterly staff meetings to acquaint staff with services of various governmental and private agencies

New Mexico: 1 none, 1 yes: (1) evaluation of library materials for minority groups

Oklahoma: 4 none, 1 yes: (1) advance puppet workshop; (2) storytelling

Texas: 4 none, 4 yes; (1) audio-visual programming; (2) bibliography; (3) Texas History, (4) library systems; (5) information centers; (6) how to train staffs in small libraries; (7) book reviewing; (8) day care centers; (9) automated subsystems; (10) branch heads; (11) mending

2. Workshops:

In Cooperation with Other Libraries

a. (1971-73)

Arizona: 2 yes; (1) regional development, (2) disadvantaged, (3) SLICE/MARC-O
Arkansas: 2 none, 4 yes; (1) AV materials with Northeast Arkansas Library Association, (2) reference, (3) interlibrary cooperation, (4) personnel utilization, (5) service for disadvantaged and trustees, (6) joint workshop with other regional library staffs on collecting local history, (7) publicity, (8) service to handicapped, (9) salary administration, (10) service to disadvantaged, (11) interagency cooperation

Louisiana: 3 none, 1 yes; (1) reference and reader service, (2) cataloging, (3) Public Relations

New Mexico: 2 yes; (1) with NMSL, evaluating minority collections

Oklahoma: 2 none, 3 yes; (1) with OCL and TCCL, participatory management, (2) with ODL, service to disadvantaged, (3) role of library as a resource center, (4) children's programs, (5) cataloging and reference

Texas: 5 none, 3 yes; (1) marketing and the public library, (2) puppet workshop, (3) environmental awareness, (4) directions in adult services, (5) Library Systems Act, (6) LSCA, (7) service to young adult, (8) service to children, (9) realignment, (10) mending, (11) programming for special weeks, (12) publicity, (13) vertical file, (14) local history, (15) book selection for pre-school children, (16) storytelling, (17) drugs, (18) National Book Week Programming, (19) right to read

Workshops:

In Cooperation with Other Libraries

b. Planned (1973-74)

Arizona: 2 none

Arkansas: 5 none, 1 yes; (1) service for disadvantaged

Louisiana: 4 none

New Mexico: 2 none

Oklahoma: 4 none, 1 yes; (1) library independent study and guidance

Texas: 4 none, 4 yes; (1) DPL & FWPL: junior book discussion workshop, (2) service to adults, (3) service to aging, (4) collection development services, (5) library management, (6) aging, (7) children's services

3. Workshops: In Cooperation with Other Professional Groups
a. (1971-73)
Arizona: 2 yes; (1) disadvantaged (2) ASLA and SWLA workshops, WICHE Seminar
Arkansas: 4 none, 2 yes; (1) with United Community Service Agency, (2) with State Literacy Councils on Laubach Method
Louisiana: 4 none
New Mexico: 1 none, 1 yes; (1) with Border Regional Library Association on History of Children's Literature
Oklahoma: 2 none, 3 yes; (1) storytelling with OLA, (2) self-defense with police department, (3) defensive driving course with City Safety Council, (4) reference with OLA college and university library sections, (5) adult services with Tulsa University, Oklahoma University, and Tulsa Junior College
Texas: 7 none, 1 yes; (1) City of Dallas course for supervisors, (2) staff participation in workshops sponsored by County Library Association
Workshops: In Cooperation with Other Professional Groups
b. Planned (1973-74)
Arizona: none
Arkansas: with DAR on genealogy materials
Louisiana: none
New Mexico: none
Oklahoma: storytelling and puppet workshops
Texas: none
4. Workshops: In Cooperation with Library School(s)
a. (1971-73)
Arizona: none
Arkansas: none
Louisiana: none
New Mexico: none
Oklahoma: none
Texas: none
Workshops: In Cooperation with Library School(s)
b. Planned (1973-74)
Arizona: none
Arkansas: none
Louisiana: none
New Mexico: none
Oklahoma: none
Texas: one: The Librarian and the Elderly (June, 1973)
5. Seminars or Institutes In Your Library or Library System
a. (1971-73)
Arizona: Moody's Investor Service (1971) Data Processing (1972)
Arkansas: Five-day institute on University of Arkansas campus for public librarians. All day seminar for exchange of ideas for children's reading programs
Louisiana: Annual Staff Conference on summer programs for children
New Mexico: Two seminars on Management by Objective

Oklahoma: See answers to #1-a

Texas: (1) Institute on Leroy Equipment and (2) on mending and binding, (3) seminar on reading, (4) semi-annual Idea and Information Exchange Workshops in each branch, (5) Instructional Toys and Games, (6) Institute on characteristics of each neighborhood in Houston, (7) quarterly institutes for branch librarians on exchange of ideas and problems, (8) ditto for branch desk clerks, (9) institute on neighborhood information centers, (10) Goals and Priorities, (11) Image Building at Circulation Desk

Seminars or Institutes
b. Planned (1973-74)

In Your Library or Library System

Arizona: none

Arkansas: Seminar for Church Librarians

Louisiana: reference institute for non-professional public services area staff

New Mexico: none

Oklahoma: none

Texas: (1) Institute on Use of Multi-Media, (2) Goals and Priorities

6. Seminars or Institutes
a. (1971-73)

In Cooperation With Other Libraries
or Professional Groups (Specify)

Arizona: Arizona Institute

Arkansas: Woman Political Caucus, ESO reading program

Louisiana: intermittent meetings with administrative librarians from all types of libraries in five parish area for planning cooperative projects

New Mexico: MBO by Handy sponsored by NMSL

Oklahoma: Human Relations

Texas: (1) with TSL, Participatory Management Institute, (2) with SWLA, Library Service to the Disadvantaged Institute, (3) with SWLA, a MARC-C Seminar, (4) with DCLA, a series of seminars on "Human Dynamics; Librarians as Managers", (5) with City training personnel, a series of courses on management

Seminars or Institutes
b. Planned (1973-74)

In Cooperation With Other Libraries
or Professional Groups

Arizona: none

Arkansas: none

Louisiana: none

New Mexico: none

Oklahoma: none

Texas: none

7. Seminars or Institutes
a. (1971-73)

In Cooperation With Library School(s)

Arizona: none

Arkansas: none

Louisiana: none

New Mexico: working on establishing an internship for students

Oklahoma: Library Service to Disadvantaged

Texas: none

Seminars or Institutes
b. Planned (1973-74)

In Cooperation With Library School(s)

Arizona: none
Arkansas: none
Louisiana: none
New Mexico: none
Oklahoma: none
Texas: none

8. Seminars or Institutes
a. (1971-73)

Development of Packaged Programs
(Specify)

Arizona: none
Arkansas: none
Louisiana: none
New Mexico: none
Oklahoma: slide/tape presentation (6 available)
Texas: multi-media on service to pre-schoolers, the aged, and model cities

Seminars or Institutes
b. Planned (1973-74)

Development of Packaged Programs
(Specify)

Arizona: none
Arkansas: Volunteers to provide library service to shut-ins
Louisiana: none
New Mexico: none
Oklahoma: none
Texas: none

9. Seminars or Institutes
a. (1971-73)

Use of Cable TV

Arizona: none
Arkansas: none
Louisiana: demonstration for Louisiana Library Administrative Conference
New Mexico: none
Oklahoma: one seminar on CATV uses, etc.
Texas: none

Seminars or Institutes
b. Planned (1973-74)

Use of Cable TV

Arizona: none
Arkansas: none
Louisiana: (1) Staff members sent to institutes on Cable-Participated in city planning on cable
New Mexico: none
Oklahoma: planned for Fall 1973 demonstrations
Texas: none

10. Use of Talk-Back TV
a. (1971-73)

Arizona: none
Arkansas: none
Louisiana: none
New Mexico: none
Oklahoma: none
Texas: none

Use of Talk-Back TV

b. Planned (1973-74)

Arizona: (1) Part of Cable TV package if library requests are granted

Arkansas: none

Louisiana: none

New Mexico: none

Oklahoma: none

Texas: none

11. Use of Tutorials

a. (1971-73)

Arizona: none

Arkansas: since 1971, 4 to 6 staff members in class on Reference Books in 15 or 20 sessions. Instruction to NYC workers, student help, and new employees

Louisiana: (1) CIPP, Pert, PPBS, Storytelling techniques, Page training

New Mexico: none

Oklahoma: monthly in-service orientation units and presentations for new staff

Texas: business and technology materials for branches, documents for reference staff and branches, a series on special topics in reference, book selection for branches (in young adults), services to ages, MBO

Use of Tutorials

b. Planned (1973-74)

Arizona: none

Arkansas: none

Louisiana: none

New Mexico: none

Oklahoma: none

Texas: none

12. Development of Programs which have traveled from one Geographic Area to Another

a. (1971-73)

Arizona: interlibrary loan

Arkansas: Spring 1971 and 1972, presented identical workshops around the state on Basic Reference and Paperback Reference

Louisiana: none

New Mexico: none

Oklahoma: Planning and implementation of workshops jointly with OCL and TCCL

Texas: Puppet clinics in eight libraries in North Texas

Development of Programs which have Traveled from one Geographic Area to Another

b. Planned (1973-74)

Arizona: none

Arkansas: none

Louisiana: none

New Mexico: none

Oklahoma: none

Texas: none

13. Hold an Annual Staff Conference on Continuing Education
a. (1971-73)

Arizona: none
Arkansas: at a staff meeting
Louisiana: none
New Mexico: none
Oklahoma: brings in at least one nationally known librarian for annual staff meeting
Texas: none

Hold an Annual Staff Conference on Continuing Education
b. Planned (1973-74)

Arizona: none
Arkansas: plan to do this once a month for staff meeting
Louisiana: none
New Mexico: none
Oklahoma: new guidelines for public library service (Vainstein)
Texas: none

14. Other (Specify)
a. (1971-73)

Arizona: none
Arkansas: encourage staff to take courses from library school, business law and personnel management from local universities. Also, weekly staff meetings on issues.
Louisiana: none
New Mexico: none
Oklahoma: Key staff visit other libraries with exemplary programs; staff rotation on a regular basis, purchase ALA audio tapes and circulate through Staff Library Training Officer.
Texas: visits to other libraries, personnel exchanges, participate in conference of library associations

Other (Specify)
b. Planned (1973-74)

Arizona: none
Arkansas: none
Louisiana: none
New Mexico: none
Oklahoma: none
Texas: none

15. What are continuing education objectives and concerns of your library or library system?

Arizona: (1) To increase awareness in our staff of the scope of service to the public and assist in making this possible. (2) To increase skills, knowledge and professional dedication.

Arkansas: (1) to keep abreast of new technological advancements and developments in the field of L.S. and to become more adept and efficient in serving the

patrons (2) Since staff will probably always be non-professionals, they will always need information and instruction in reference, children's books, public relations, mystery authors, gothic -- every phase of L.S.; (3) to help keep staff members up-to-date on methods and goals. To involve staff members in planning.

Louisiana: (1) would like very much to fund for the system a series of courses on references, children's literature and book selection; (2) Since the best possible service to our public is our first objective, it naturally follows that this is our main objective in our programs. With limited professional staff to supervise and plan for twelve service outlets in a parish covering more than 1,000 square miles, we try to open doors and motivate to self-study; (3) Implied in general philosophy

New Mexico: (1) Each supervisor is charged with a training program for para-professionals and includes specific library tools, field trips, and attitudinal training session, (2) staff training and competency.

Oklahoma: (1) to help all employees achieve maximum potential (2) to keep employees abreast of community needs, best current library practices, and to prepare to meet the future needs of the community; (3) to provide opportunity for study to improve skills at all levels; (4) We need a series of in-service workshops for regional headquarters staff and branch librarians covering all phases of library work from shelving to patron service; (5) written, formal goal -- "develop staff capability to offer modern library services".

Texas: (1) to keep up-to-date knowledge, techniques and materials; to adjust to changing local conditions, to encourage individuals on staff to achieve maximum growth; (2) concerned that have not had staff strength or time to properly develop continuing education; (3) explore reference services in all general subject areas; (4) better informed staff to better serve the public and the directives of the Board: (5) One of the "Library Service Goals 1972-1982 For the Dallas Public Library" states: To maintain the quality of the staff and to insure personal and professional development, provide opportunities and support for educational leaves, in-service training and participation in staff and professional organizations; (6) a. To provide professional staff contact with new ideas and development within the profession. b. To educate non-professional staff to goals of library. c. To provide instruction in fundamentals of librarianship for librarians in small community libraries served within the resource area. (7) Development of in-house in-service training programs.

16. How high a priority does continuing education have in your library or library system in relation to its other objectives?

Arizona: (1) above average (2) high

Arkansas: (1) top priority, (2) very high priority, (3) no answers in three replies

Louisiana: (1) We consider this to be of first importance since it is so vital a part of good service. Our Board has authorized closure of the four largest branches during the half-day sessions of the quarterly general staff meetings, (2) first priority, if funds available, (3) no answer in one reply; (4) not high due to limit of funds

New Mexico: (1) currently high, (2) high within our means

Oklahoma: (1) very high priority as evidenced by a total of 1,209 staff hours being applied to a total of 122 instructional hours in two years, (2) great importance, (3) not as high as it should be, (4) high, and yet necessarily secondary, (5) high, as evidenced in budget increase for professional travel, funds for workshops and in-service training

Texas: (1) no answer in, (2) not high because we don't have staff time, (3) average, (4) high, (5) try to strike a balance between planned groups and individual pursuit of self-improvement. Also must balance between "business as usual" and disruption of services by the many C.E. programs available, (6) Continuing education is secondary to providing as comprehensive and beneficial public service as possible with a small staff. (7) Relatively high

17. In your library or library system how is it determined what programs will be developed and implemented? and
18. How are needs determined?

Arizona: (1) Through questioning and staff discussions (2) Suggestions from staff, Administrative Council, agency heads, approved by Council and director

Arkansas: (1) no reply in four cases, (2) determined by regional librarian based on needs determined by observation, questions, and requests by staff

Louisiana: (1) Systems Executive Council composed of 13 member libraries administrators; guidelines for qualifying LSCA pilot programs have thus far established need, (2) no reply from one, (3) "What yells the loudest and is most practical to accomplish"; by consultation with staff members and observation and by requests from branch staff; (4) Suggestions from staff studied by committee - reviewed by Department Head, approved by top administration - determined by surveys and observation

New Mexico: "By administration" in two cases

Oklahoma: (1) staff questionnaire; staff task force on C.E.; joint planning group with OCL; (2) what is available at the state level that we can use; (3) "The Director", (4) unfortunately, it has been hit and miss; it is obvious: Everything!; (5) Interested staff from all levels (professional and non-professional) are invited to serve on a planning committee. This committee receives suggestions from the staff and administration for possible in-service or continuing education activities; evaluates same and decides on the specific programs (within budgetary limitations).

Texas: (1) staff input, availability of resource people and funds; suggestions are solicited from all staff members at all levels, (2) department heads review suggestions received; observation and discussion, (3) budget and needs determined by surveys and observations, (4) consultation of management and evaluation by supervisors, (5) We have no sophisticated way of judging what kind of continuing education meeting is needed. Usually, we have something going on in the system that a lot of people are not aware of. A workshop on that subject seems indicated. Or, it is apparent that there are many questions coming in showing the same lack of information to one of the supervisors, at whatever level. A spot check shows eagerness to know more, or uneasiness about lack of knowledge. A meeting seems indicated. A complicated area of development--audio-visual tools, or computer print-outs on acquisitions--begins in some part of the system. A few people know a lot about it, so we

have a workshop to tell the rest. Some programs spring into being for purely fortuitous reasons. Those funded by federal funds are examples. If a wide array of programs seem equally attractive and some are funded while others are not, we choose those which are funded. Some of our programs emerge not because they are more important than others but because those who want it are more aggressive in asking for it. Basic services tend to be planned well in advance of their development. Off-shoots of these tend to be responses to the opportunities of the time and place.; (6) The director of the library determines policy and sets priorities. Individual staff members develop specific programs as requested. Needs in continuing education for staff are usually presented at administrative staff conferences. Workshops and programs are more often dictated by expertise available than by survey of needs (very little in the way of continuing education could be considered NOT needed in the local area). (7) Goal's Committee findings based on needs to implement programs

19. What is the clientele toward which your programs are directed?

	Only Prof.	Prof.,Tech.,Cler.	Prof. & Tech.	All Employees
Arizona	0	2	0	0
Arkansas	0	0	1	2
Louisiana	0	2	0	1
New Mexico	1	0	0	1
Oklahoma	0	0	1	4
Texas	0	2	0	5

20. Other Patterns

Louisiana: none-professional branch managers with administrative staff, both professional and non-professional

21. How are continuing education programs funded?

	Lib. Budget	Grants	Combination	Other	No Reply
Arizona	1	0	1	0	0
Arkansas	3	0	0	2 (state lib.)	2
Louisiana	1	0	2	0	1
New Mexico	0	0	1	1 (state lib.)	0
Oklahoma	4	0	1	1 (state lib.)	0
Texas	4	0	3	1 (state lib.) 1 Staff Assoc.)	0

22. Does your library or library system provide any type of reward or recognition to individuals who participate in continuing education programs?

	Ariz.	Ark.	La.	N.M.	Okla.	Tex.	TOTAL
Yes	0	1	2	1	2	3	9
No	1	3	2	1	3	4	14
No reply	1	2	0	0	0	0	3

23. What specific form does recognition take?

	Ariz.	Ark.	La.	N.M.	Okla.	Tex.	TOTAL
Certificate	0	1	1	0	0	2	4
Pay Differential	0	0	1	0	0	2	3
Advancement	0	1	0	2	2	2	7
Other	0	0	0	0	0	1	1
No reply	1	4	1	0	3	4	12

24. Does your library or library system have one specific person or group that has special responsibility in the area of continuing education?

	Ariz.	Ark.	La.	N.M.	Okla.	Tex.	TOTAL
Yes	1	3	1	1	3	2	11
No	1	3	3	1	2	5	15

25. What is the title of this person or group?

- (1) Systems Director (LA.); all special programming in the system
- (2) Regional Librarian (ARK.); administration of total three-county program and Branch Library Supervisor
- (3) Head Librarian (Ark.); self-explanatory
- (4) City Librarian (N.M.)
- (5) Administrative Assistant for Personnel Development (part-time) with Staff Task Force on Continuing Education (Okla.)
- (6) Librarian (Okla.)
- (7) Part-time Educational Training Officer with Staff Continuing Education Planning Committee (Okla.)
- (8) All supervisors, branch heads and coordinators (Texas)
- (9) Coordinator of MRC (Texas)
- (10) Branch heads (Texas)
- (11) Asst. Director (Arizcna)

26. Do you feel there is a need for:

	Ariz.	Ark.	La.	N.M.	Okla.	Tex.	TOTAL
Training in administrative concepts and practices for top administrators?	1	5	3	1	5	5	20
Training in administrative and management concepts for middle managers?	2	3	4	1	4	5	19
Training for first line supervisors for the role as a developer of the human resources assigned to him or her?	1	4	4	2	5	6	22
Training that has as its objective updating the practitioner in his subject specialty?	0	4	3	1	4	7	19
Planning for continuing education program development?	1	5	3	2	5	5	21
Training key personnel to optimally utilize nonprofessionals?	1	3	4	2	3	6	19
Provide consultation in continuing education program development for groups in your staff?	1	1	2	1	2	4	11
Guides and criteria for program development?	0	4	4	2	2	5	17
Evaluative criteria by which a library can determine its needs and those of its employees in the area of continuing education?	1	4	3	2	3	5	18
Other (Specify):*	0	1	0	1	2	1	5
None of these	0	1	0	0	0	0	1

*See following for details

27. Other

Texas: (1) Little attention has been given in the questionnaire to the morale factor in continuing education. It seems to us that a judicious number of continuing education meetings, whether or not they actually contribute to the growth of the individual or improve the library program directly, do achieve a singleness of purpose and a group identity which is worth a good deal in the eventual performance of program. When other disabilities exist which are pertinent to staff morale--an inflexible pay schedule, for example, or crowded and uncomfortable working conditions, small-scale, within-the-working unit continuing education programs sometimes might provide the double advantage of

enlarging the horizons of the staff member as well as boosting morale by improving his sense of group identity.

Oklahoma: (1) more attention to capturing and packaging continuing education activities for broader dissemination; (2) training in use of volunteers; (3) Training in use of video-technology in libraries; (4) Training in techniques of information and referral services; (5) Training in implementation of informal adult education in libraries.

New Mexico: We need everything but have difficulty in sending staff due to lack of funds and heavy work load.

Arkansas: (1) I feel very sure that Arkansas Public Libraries (and probably school and academic as well as public libraries in all SWLA states) will continue to be staffed largely with less than professional librarians. But these people are the ones the library customers call librarians and depend on for library service. In the Ozarks Regional system these para-(or) sub-professionals need knowledge, encouragement, and reassurance that they can do a good job. For public library service, enthusiasm, intelligence, warmth, interest, is more important than a professional degree - if these employees are then given in-service training about library books and services. Maybe what SWLA needs is to develop techniques and programs for library directors to use to train their staffs for this public service in libraries.

Continuing Education As It Exists In Senior
And Community Colleges In The Southwest

The distribution of the questionnaire - and the responses - was as follows:

	A - Academic S - Sent			CC - Community College R - Responded			
	Sent			Responded			Total %
	<u>A</u>	<u>CC</u>	<u>Total</u>	<u>A</u>	<u>CC</u>	<u>Total</u>	<u>Return</u>
Arizona	2	7	9	0	4	4	44
Arkansas	4	3	7	0	1	1	14
Louisiana	7	0	7	2	0	2	28
New Mexico	4	1	5	3	1	4	80
Oklahoma	6	2	8	4	0	4	50
Texas	<u>11</u>	<u>8</u>	<u>19</u>	<u>8</u>	<u>3</u>	<u>11</u>	<u>58</u>
Total	34	21	55	17	9	26	48%
Return				50%	42%		

The information supplied on the returns from each state is combined in the following data sheet.

Data Sheet

Please list the specific programs courses, or activities in the area of library continuing education that are being carried out or being planned by your library. Please use additional sheets if necessary.

1. Workshops Conducted in Your Library or Library System:

a. (1971-73)

Arizona: 1 yes: (1) Tri-city Area Libraries workshops for clerical and professional
Arkansas: none
Louisiana: none
New Mexico: 2 yes: (1) Supervisors workshop (2) Annual three day workshop for high school juniors and seniors in New Mexico and West Texas (3) Annual summer authors' visit (4) Periodic (every three years) one day workshop on interlibrary loans for SWALC personnel
Oklahoma: none
Texas: 3 yes: (1) Series of orientation lectures for all employees (2) Conservation of library materials (3) Human awareness (4) Interdepartmental sharing (5) Minorities awareness (6) Communication skills

b. Workshops Planned (1973-74)

Arizona: none

Arkansas: none
Louisiana: none
New Mexico: none
Oklahoma: none
Texas: 2 yes, but not definite; 1 reference source for Library Assistants

2. Workshops in Cooperation with Other Libraries:

a. (1971-1973)

Arizona: Use of government documents (with Utah and New Mexico)
Arkansas: none
Louisiana: none
New Mexico: 1 yes
(1) Networks of libraries (NMSL) (2) Analysis of Library Education Needs with NMLA (3) Library System for New Mexico
Oklahoma: none
Texas: 1 yes
(1) Processing of books and serials (with another university library)

3. Workshops in Cooperation with Other Professional Groups:

a. (1971-1973)

Arizona: 2 yes
(1) With ASLS, In-Service Reference Workshop (2) With ASLA, Use of Government Documents
Arkansas: none
Louisiana: none
New Mexico: 2 yes
(1) Serials Automation workshop (2) ILL workshop with NMLA
Oklahoma: 2 yes
(1) With OLA, workshop on microforms
Texas: 1 yes
(1) Conservation of library materials with University of Oklahoma

b. Planned (1973-74)

None for any respondents from any state

4. Workshops in Cooperation with Library Schools

a. 1971-1973; and b. Planned for 1973-74

Arizona: University of Arizona and ASLA on In-Service Reference workshop
Arkansas: none
Louisiana: none
New Mexico: none
Oklahoma: none
Texas: none

5. Seminars or Institutes In Your Library or Library System:

a. (1971-73) and b. Planned (1973-74)

Arizona: none formal; some informal
Arkansas: none
Louisiana: none
New Mexico: Series of lectures by visiting librarians and on indexing services in one library
Oklahoma: none
Texas: 2 Seminar series of high quality; one "Sandwich Seminar" series on blanket order, MARC, faculty status and tenure, o.p. materials, funding and accounting procedures in the library, special collections, ERIC on-line indexing system, SDI service from SPIN tapes

6. Seminars or Institutes In Cooperation With Other Libraries or Professional Groups:

a. (1971-73) and b. Planned (1973-74)

Arizona: none formal
Arkansas: none
Louisiana: none
New Mexico: none
Oklahoma: The Reference Game with OLA
Texas: An institute on OCLC with IUC

7. Seminars or Institutes In Cooperation With Library School(s)

a. (1971-73) and b. Planned (1973-74)

Arizona: none formal
Arkansas: none
Louisiana: none
New Mexico: none
Oklahoma: none
Texas: none

8. Development of Packaged Programs (Specify)

a. (1971-74) and b. Planned (1973-74)

Arizona: none
Arkansas: none
Louisiana: none
New Mexico: none
Oklahoma: none
Texas: Orientation of new staff members

9. Use of Cable TV

a. (1971-73) and b. Planned (1973-74)

Arizona: none
Arkansas: none
Louisiana: none
New Mexico: none
Oklahoma: Terminal on TV Network in one library
Texas: none

10. Use of Talk-Back TV

a. (1971-73) and b. Planned (1973-74)

Arizona: none
Arkansas: none
Louisiana: none
New Mexico: none
Texas: none

11. Use of Tutorials

a. (1971-73) and b. Planned (1973-74)

Arizona: none
Arkansas: none
Louisiana: none
New Mexico: none
Oklahoma: none
Texas: 1 reply: Two tutorials in 1972 on RFMS and System 2000 and on CDC 6600 computer

12. Development of Programs which have Traveled from one Geographical Area to Another

a. (1971-73) and b. Planned (1973-74)

Arizona: none
Arkansas: none
Louisiana: none
New Mexico: "What is ALA" (multimedia)
Oklahoma: none
Texas: none

13. Hold an Annual Staff Conference on Continuing Education

a. (1971-73) and b. Planned (1973-74)

Arizona: none
Arkansas: none
Louisiana: none
New Mexico: none
Oklahoma: none
Texas: none

14. Other (Specify)

a. (1971-73) and b. Planned (1973-74)

Arizona: none
Arkansas: none
Louisiana: none
New Mexico: none
Oklahoma: none

Texas: 3 replies

(1) Weekly meeting of reference staff to review reference tools; occasional sessions devoted to policies; (2) Staff conferences once or twice annually for up-date on new services or programs; (3) Staff meetings used for bringing in outside resource person

15. What are the continuing education objectives and concerns of your library or library system?

Arizona: (1) none developed (2) No answers

Arkansas: no replies

Louisiana: no answers

New Mexico: (1) None at present (2) "Participation and leadership of staff in local, state, regional and national concerns of librarianship and membership in professional organization and regular attendance at annual and bi-annual conferences" (3) no answer

Oklahoma: (1) Improvement of staff knowledge and efficiency (2) We are a library staff of three professionals. Our continuing education comes through our professional reading, talking together and attending as well as sponsoring professional meetings. There is no organized program of continuing education with this library. Education of non-professional staff is a person-to-person, on-going, daily process, but it is not formalized.

(3) We are concerned that our librarians learn as much as possible so as to be better librarians. Staff meeting time is given to mutual sharing of problems and solutions as well as to new techniques. This is a continuing process. (4) That library staff members maintain a continuing interest in currency in library techniques, methods, and philosophies. The library staff be given opportunities to make presentations at or otherwise participate in continuing education events.

Texas: (1) To train staff; (2) a. Reutilization of current staff as we change staffing requirements due to automation and new public services. b. Increase awareness and knowledge of staff members in their own areas, as to new techniques, equipment, etc. c. Increase overall knowledge of library operations in areas other than one's own, in order to have maximum staff participation in interdepartmental task forces and planning. (3) "Recognize need for C. E. opportunities and encourage staff participation in C. E. programs." (4) Minimal - encourage all employees to attend workshops that will contribute to their effectiveness. (5) "Long range planning objectives include C. E. programs." (6) Upgrading skills in the clerical area. (7) "Development of the individual staff member in proficiency in performing his responsibilities." And, for faculty members, to continue work on advance degree as part of promotional requirements.

16. How high a priority does continuing education have in your library or library system in relation to other objectives?

Arizona: (1) priorities not determined (2) no answer

Arkansas: no answer

Louisiana: no answer

New Mexico: (1) none at present (2) very high (3) no answer (4) very high

Oklahoma: (1) Secondary (2) no answer (3) We do what we can financially afford to improve service (4) moderately high

Texas: (1) Buried by other daily tasks (2) Crucial and will receive increasing emphasis in the next three years as we develop a unified plan for

new services and begin intensive efforts to automate technical services (3) moderately high - depending on availability of money (4) Low priority - staff too small and tasks too diverse for good program and too far from other libraries to make cooperative programs for non-professional feasible (5) We are concerned about C. E. as we are about other library objectives; however, our staff committees do not have the time to devote to C. E. as a top priority item. (6) Subordinate to other objectives (7) A growing priority (8) Low priority at present; our plan is to raise it.

17. In your library or library system, how is it determined what programs will be developed and implemented and how are needs determined?

Arizona: (1) Administration, staff, and budget (2) no answers

Arkansas: no answers

Louisiana: no answers

New Mexico: (1) By librarians and in response to expressed needs (2) Availability of programs and funding, expressed needs of individuals, director's recommendations, staff discussions (3) no answer (4) By a staff education committee in discussion

Oklahoma: (1) Staff consultation and administrative decision (2) "not applicable" (3) By the staff from experience (4) "No C. E. programs in operation here."

Texas: (1) "Person with drive can get it through;" review of offerings of project societies; considered during budget preparation for the first time in 1973-74. (2) By administrative officers with advice from various staff committees and task forces and by a staff organization of librarians who conduct the "Sandwich Seminars" voluntarily. (3) Administrative decision after recognition of need from discussions at department-head meetings, staff recommendations in ad hoc committees, and inquires from administration. (4) On obvious need or demand (5) From a survey of entire staff of their needs and desires (6) Staff meetings generally set priorities after reviewing individual suggestions (7) By the administration based on observation or expressed desire by staff.

18. What is the clientele toward which your programs are directed?

	No Response	Only Prof.	Prof., Tech., & Cl.	Prof. & L. T.	All Emp.	Other
Arizona	1	0	0	0	0	0
Arkansas	1	0	0	0	0	0
Louisiana	2	0	0	0	0	0
New Mexico	1	0	0	0	2	1*
Oklahoma	1	1	0	1	1	0
Texas	2	0	3	1	5	0
Total	8	1	3	2	8	1

*Use 1-1 instructional techniques; no organized program.

19. How are continuing education programs funded?

	<u>No Response</u>	<u>Lib. Budget</u>	<u>Grants</u>	<u>Comb.</u>	<u>Other</u>
Arizona	3	0	0	0	1 - univ. arrangement
Arkansas	1	0	0	0	0
Louisiana	1	0	0	0	1 - Leaves
New Mexico	1	2	0	0	1 - not applicable
Oklahoma	0	3	0	1	0
Texas	3	4	0	3	1 - annual \$300 from adm.
Total	9	9	0	4	4

20. Does your library provide any type of reward or recognition to individuals who participate in continuing education programs?

	<u>No Response</u>	<u>Yes</u>	<u>No</u>
Arizona	1	0	3
Arkansas	1	0	0
Louisiana	1	1	0
New Mexico	1	1	2
Oklahoma	2	5	3
Texas	2	5	4
Total	8	12	12

21. What specific form does recognition take?

	<u>No Resp.</u>	<u>Certificate</u>	<u>Pay Diff.</u>	<u>Advancement</u>	<u>Other</u>
Arizona	4	0	0	0	0
Arkansas	1	0	0	0	0
Louisiana	1	0	0	0	1 - Leave with pay
New Mexico	3	0	1	0	0
Oklahoma	3	0	1	0	0
Texas	5	0	2	3	1 Leave with pay & tuition discount
Total	17	0	4	3	2

22. Does your library have one specific person or group that has special responsibility in the area of continuing education?

	<u>No Response</u>	<u>Yes</u>	<u>No</u>
Arizona	1	1	2
Arkansas	1	0	0

	<u>No Response</u>	<u>Yes</u>	<u>No</u>
Louisiana	1	0	1
New Mexico	1	1	2
Oklahoma	0	0	4
Texas	3	3	5
Total	7	5	14

23. What is the title of this Person or Group?

Arizona: (1) The Director and the individual staff members who recognize the need and potential value

New Mexico: (1) Library Director and Assistant Library Director

Texas: (1) Staff Development Committee (2) Director, Assistant to the Director and Special Assistant for Administrative Services

24. Scope of their job:

Arizona: not given

New Mexico: Advising, recommending, interviewing for employment where the topic of further education usually arises, recommending promotions, tenure, leaves, and salary increases.

Texas: (1) Committee plans programs, seminars, speakers, visits, scholarships and/or any other activities for the development of the staff. (2) All staff affairs

25. Do you feel there is a need for: (yes replies recorded)

	Ariz.	Ark.	La.	N.M.	Okla.	Tex.	Total
Training in administrative concepts and practices for top administrators?	2	0	0	3	3	4	12
Training in administrative and management concepts for middle managers?	2	0	0	2	2	4	10
Training for first line supervisors for the role as a developer of the human resources assigned to him or her?	2	0	0	2	4	6	14
Training that has as its objective updating the practitioner in his subject specialty?	1	0	0	2	4	6	13
Planning for continuing education program development?	1	0	0	2	2	5	10
Training key personnel to optimally utilize nonprofessionals	1	0	0	3	3	4	11
Provide consultation in continuing education program development for groups in your staff?	1	0	0	1	2	1	5

	Ariz.	Ark.	La.	N.M.	Okla.	Tex.	Total
Guides and criteria for program development?	0	0	0	2	2	4	8
Evaluative criteria by which a library can determine its needs and those of its employees in the area of continuing education?	1	0	0	2	3	3	9
Other (specify):	1	0	0	1	1	2	5

Oklahoma: (1) New Procedures and Philosophy in the field for the professional staff members

New Mexico: (1) Awareness of need for continued improvement and growth

(2) Listing of opportunities for C. E. beyond the campus

Arizona: (1) Training of all staff to engage in participatory management whether it be business style, academic, or unionization

Texas: (1) Training to upgrade clerical employees to technician level

(2) Institutional cooperation and sharing of personnel expertise

CONTINUING EDUCATION AS IT EXISTS IN SCHOOL
LIBRARY SYSTEMS IN THE SOUTHWEST

Questionnaires were sent to 51 individual librarians at the district or building level as indicated below for each state. Responses from each state were very low, as is shown below:

	<u>No. Sent</u>	<u>No. Returned</u>	<u>% Return</u>
Arizona	19	6	32
Arkansas	4	2	50
Louisiana	7	2	28
New Mexico	3	1	30
Oklahoma	2	1	50
Texas	<u>16</u>	<u>3</u>	<u>19</u>
TOTAL	51	15	31%

Schools or school districts replying from each state are as follows:

Arizona: Amphitheater Elementary (Tucson)
 Phoenix Elementary and Union High System
 Mesa High
 Holbrook High
 Roosevelt District
 Creighton Elementary

Arkansas: Jonesboro Elementary
 Fayetteville High

Louisiana: Caddo Parish Instruction Center
 Calcasieu Parish Schools

New Mexico: Las Cruces School District #2

Oklahoma: Oklahoma City Public Schools

Texas: Corpus Christi District
 Houston District
 Ft. Worth District

Data Sheet

Please list the specific programs, courses, or activities in the area of library continuing education that are being carried out or being planned by your library.

1. Workshops conducted in your library or library system:

a. (1971-73)

Arizona: (1) Aug. '71 - $\frac{1}{2}$ day workshop on subject of teaching library skills in our elementary schools, (2) two given, (3) none, (4) none, (5) none, (6) none, (7) none

Arkansas: (1) for librarians and teachers on lamination, (2) use and improvement of materials center (11/71), (3) materials center work-study day program (6/72), (4) monthly in-service meetings

Louisiana: (1) none, (2) Parish-wide workshops

New Mexico: Periodic in-service meetings on selection, acquisition, services to teachers and students and preparing input for computer produced indexes

Oklahoma: (1) media production and media evaluation

Texas: (1) twenty workshops (topics not given), (2) the library as a media center, individualized instruction and a media lab, (3) four in '71-'72; 3 in '72-'73 (topics not given)

b. Planned (1973-74)

Arizona: (1) pring 74 - effective media approach in elementary social studies, (2) one (topic not given), (3) none, (4) none, (5) none, (6) utilizing puppets

Arkansas: (1) none, (2) none

Louisiana: (1) none, (2) none

New Mexico: (1) more sessions dealing with correlation of materials with teaching units and specific objectives

Oklahoma: (1) none

Texas: (1) Ten planned (topics not given), (2) media lab and individualized instruction, (3) four sessions (topics not given)

2. Workshops in cooperation with other libraries:

a. (1971-73) and b. Planned

Arizona: none

Arkansas: multi-media workshop for area librarians and aides

Louisiana: (1) none, (2) follow-up of Governor's conference

New Mexico: none

Oklahoma: none

Texas: none

3. Workshops in cooperation with other professional groups:

a. 1971-73 and b. Planned

Arizona: none

Arkansas: none

Louisiana: none
New Mexico: children's literature session sponsored by Border Regional Library Association; also NMLA workshops
Oklahoma: development of Unipacs in cooperation with curriculum department and media production and utilization with teachers and subject consultants
Texas: none

4. Workshops in cooperation with library schools:

a. 1971-73 and b. Planned

Arizona: none reported
Arkansas: none reported
Louisiana: none reported
New Mexico: none reported
Oklahoma: none reported
Texas: none reported

5. Seminars or Institutes in your library or library system:

a. 1971-73 and b. Planned

Arizona: (1) effective and efficient time management in the school media center
Arkansas: none
Louisiana: (1) State Department of Education Summer Reading Institute
New Mexico: none
Oklahoma: (1) seminar on Evaluation and Selection of Instructional Materials
Texas: none

6. Seminars or Institutes in cooperation with other libraries or professional groups:

a. 1971-73 and b. Planned

Arizona: (1) two workshops to be presented in Sept. '73 on effective media organizational planning and puppet making, (2) elementary and secondary school librarians developed a Materials Selection Policy which was approved by Board; annual meetings on this planned for next year
Arkansas: two-day institute each year planned by Arkansas Library Assoc.
Louisiana: none
New Mexico: cooperation with NMLA
Oklahoma: none
Texas: none

7. Seminars or Institutes in cooperation with library schools:

a. 1971-73 and b. Planned

Arizona: (1) PERT applied to media management, (2) media organization
Arkansas: cooperation with ASU - no topics given
Louisiana: none
New Mexico: none
Oklahoma: none
Texas: none

8. Development of Packaged Programs:

a. 1971-73 and b. Planned

Arizona: (1) student self-instruction in location of materials (prepared in '71-73; mandatory for all schools by May 1, 1974)
Arkansas: none
Louisiana: some developed by State Department of Education (topics not listed)
New Mexico: (1) packaged orientation programs for high schools now available; planning video-tape orientation on the use of the library
Oklahoma: (1) Unipacs
Texas: none

9. Use of Cable TV:

a. 1971-73 and b. Planned

Arizona: none
Arkansas: Used in approximately each classroom (in one district); "plan to keep them up to date and in good working order"
Louisiana: none
New Mexico: none at present; meeting with CATV people in May, 1973
Oklahoma: none
Texas: none

10. Use of Talk-Back TV:

a. 1971-73 and b. Planned

Arizona: none
Arkansas: none
Louisiana: none
New Mexico: none
Oklahoma: none
Texas: none

11. Use of Tutorials:

a. 1971-73 and b. Planned

Arizona: planning a series "for all media personnel on how to present and utilize new information retrieval program to all teachers and students"
Arkansas: none
Louisiana: none
New Mexico: none
Oklahoma: none
Texas: none

12. Development of Programs which have traveled from one geographic area to another:

a. 1971-73 and b. Planned

Arizona: (1) new media coordinator position created and hired from Penn.; reorganization of program in progress

Arkansas: resource study units for grades 3-6 using audio-visual equipment and materials in an open library program in one elementary school
Louisiana: none
New Mexico: none
Oklahoma: none
Texas: none

13. Hold an Annual Staff Conference on Continuing Education:

a. 1971-73 and b. Planned

Arizona: (1) staff meetings of 7 non-professional and one professional are twice a month; 2 or 3 of these meetings are devoted to examining a subject for information of all or considering changes of procedure, (2) Every Wednesday morning is automatic meeting either in small groups or general monthly district meetings with the goal that every person should take something back to their building which they can use.

Arkansas: none

Louisiana: none

New Mexico: none

Oklahoma: none

Texas: (1) none in the past, but one planned for '73-'74

14. Other type of Continuing Education programs being carried out or planned:

None from any respondent

15. What are the Continuing Education objectives and concerns of your library or library system?

Arizona: (1) "upgrading staff with professional people paid at professional schedule", (2) The Professional Growth Plan for all teachers and librarians requires them to earn three hours graduate credit every three years, (3) have none, (4) none, (5) none, (6) "re-educate book oriented librarians into media specialists"

Arkansas: (1) "build a greater and/or better selection of instructional materials in the centers," (2) to provide continuing and effective support of the philosophy of the school district concerning library services

Louisiana: (1) We have not established objectives, (2) upgrading school personnel and developing new and better uses of school libraries

New Mexico: to "keep up with trends"

Oklahoma: no reply

Texas: (1) improvement of library and media services, (2) to develop competencies in the individualization of instruction through the use of library resources and to help teachers, librarians and library clerks design and produce instructional materials, (3) to keep abreast of all new concepts in order to be of service to all

16. How high a priority does Continuing Education have in your library or library system in relation to its other objectives?

Arizona: (1) low, (2) no reply, (3) no reply, (4) no reply, (5) no reply, (6) very high as evidenced by weekly meetings, (7) no reply

Arkansas: (1) It is the "hub" of the school — essential, (2) high

Louisiana: (1) no reply, (2) very high

New Mexico: "It has high priority, but we interpret it with respect to our needs."

Oklahoma: no reply

Texas: (1) no reply, (2) a high priority. We are in the midst of initiating a new State program which puts students with special learning problems in regular classrooms rather than in special classes. This necessitates much inservice in order for teachers and others to know how to personalize instruction not only for those with special problems but for all children, (3) four or five days a year is required.

17. In your library or library system how is it determined what programs will be developed and implemented?

AND

18. How are needs determined?

Arizona: (1) no administrative guidelines, (2) no reply, (3) no reply, (4) no reply, (5) no reply, (6) by district administrators and building librarians after consideration of district's goals and by results of building evaluations compared to standards, (7) no reply

Arkansas: (1) by teachers, librarians and administrative staff, (2) continuous evaluation of existing programs and availability of facilities, finances and personnel

Louisiana: (1) Assistant Superintendent in Charge of Instruction based on surveys made by teachers, principals and instructional staff, (2) "needs, money, interest and prevailing winds of change"

New Mexico: "The coordinator for the district evaluates needs and defends them in relation to other district priorities based on teacher and student feed-back; surveys, discussions and standards."

Oklahoma: no reply

Texas: (1) cooperative effort of district's librarians who make suggestions and actually do most of the planning, (2) through the Regular Education Division of which Instructional Materials Services is a part, (3) a committee composed of librarians on all three levels based on suggestions invited from the librarians in the district.

19. What is the clientele toward which your programs are directed?

	<u>No Reply</u>	<u>Prof.</u>	<u>Prof. Tech. & Cl.</u>	<u>Prof. & L.T.</u>	<u>All</u>	<u>Other</u>
Arizona	4	1	1	0	1	0
Arkansas	0	0	0	1	1	0
Louisiana	1	1	0	0	0	0
New Mexico	0	0	0	0	1	0
Oklahoma	0	0	0	0	0	0
Texas	0	0	1	0	2	0

20. How are Continuing Education Programs funded?

	<u>No Reply</u>	<u>Lib. Budget</u>	<u>Grants</u>	<u>Combination</u>	<u>Other</u>
Arizona	4	1	0	0	2*
Arkansas	0	0	0	1	1*
Louisiana	1	0	1	0	0
New Mexico	0	0	0	0	1*
Oklahoma	1	0	0	0	0
Texas	0	1	0	0	2*

*Local School District Budget

21. Does your library or library system provide any type of reward or recognition to individuals who participate in continuing education programs?

	<u>Yes</u>	<u>No</u>	<u>No Reply</u>
Arizona	4	1	2
Arkansas	2	0	0
Louisiana	2	0	0
New Mexico	0	1	0
Oklahoma	0	1	0
Texas	2	1	0

22. What specific form does recognition take?

	<u>Certificate</u>	<u>Pay Differential</u>	<u>Advancement</u>	<u>Other</u>	<u>No Reply</u>
Arizona	0	4*	0	0	3
Arkansas	0	2	0	0	0
Louisiana	1	1	1	0	0
New Mexico	0	0	0	0	1
Oklahoma	0	0	0	0	1
Texas	1	0	0	1	1

*After earning 18 hours credit

23. Does your library or library system have one specific person or group that has special responsibility in the area of continuing education?

	<u>Yes</u>	<u>No</u>	<u>No Reply</u>
Arizona	1	4	2
Arkansas	1	1	0
Louisiana	0	1	1
New Mexico	1	0	0
Oklahoma	0	1	0
Texas	3	0	0

24. What is the title of this person or group?

Arizona: "Coordinator of Instructional and Library Materials Centers and Professional Library Services"

Arkansas: Library Council

New Mexico: Coordinator of Library - Media Services and Director of Instruction (two jobs and two people)

Texas: (1) Employee Development, (2) Program Specialists for Staff Development, (3) Consultant - Library Services in combination with Director of Teacher of Education

25. What is the scope of their job?

Arizona: Director of Programs

Arkansas: Coordinate library/materials center programs at the District level

New Mexico: Coordinates all instructional programs and supervises library-media development

Texas: (1) Plans and organizes training programs for the District,
(2) Planning and developing staff development designs, (3) K through 1226. Do you feel there is a need for: (yes replies recorded)

	<u>Ariz.</u>	<u>Ark.</u>	<u>La.</u>	<u>N.M.</u>	<u>Okla.</u>	<u>Tex.</u>	<u>Total</u>
Training in administrative concepts and practices for top administrators?	3	1	1	0	1	1	7
Training in administrative and management concepts for middle managers?	2	0	1	1	1	1	6
Training for first line supervisors for the role as a developer of the human resources assigned to him or her?	3	1	1	0	1	1	7
Training that has as its objective updating the practitioner in his subject specialty?	2	2	1	1	1	2	9
Planning for continuing education program development?	3	1	1	0	1	1	7
Training key personnel to optimally utilize nonprofessionals?	4	0	0	1	1	2	8
Provide consultation in continuing education program development for groups in your staff?	2	0	1	0	1	1	5
Guides and criteria for program development?	2	1	1	0	1	1	6
Evaluative criteria by which a library can determine its needs and those of its employees in the area of continuing education?	4	2	1	0	1	2	10
Other (Specify):	0	0	0	0	0	0	0

DATA SHEET ON CONTINUING EDUCATION AS IT EXISTS IN

STATE SCHOOL LIBRARY OFFICES IN THE SOUTHWEST

(Only Oklahoma and Texas Responded)

Please list the specific programs, courses, or activities in the area of library continuing education that are being carried out or are being planned. Replies from Oklahoma and Texas only:

1. Formal courses for credit (Extension, Night, Correspondence)
 - a. (1971-73) and b. Planned (1973-74)
none
2. Non-Credit courses
 - a. (1971-73) and b. Planned (1973-74)
none
3. Workshops
 - a. (1971-73) and b. Planned (1973-74)
Oklahoma: Regional School Library Media Workshops, 1971-72-73
Texas: As requested by schools
4. Seminars or Institutes (Specify):
 - a. (1971-73) and b. Planned (1973-74)
none
5. Conferences (Specify if in cooperation with other groups):
 - a. (1971-73) and b. Planned (1973-74)
Oklahoma: International Reading Association, 3-30-73
Texas: "The Planning Process for School Media Centers"
6. Development of programs which have traveled from one region to another:
 - a. (1971-73) and b. Planned (1973-74)
none
7. Development of packaged programs
 - a. (1971-73) and b. Planned (1973-74)
Texas: Model for Inservice Education
8. Use of Television
 - a. (1971-73) and b. Planned (1973-74)
none

9. Development of Tutorials

- a. (1971-73) and b. Planned (1973-74)
none

10. Research in the area of continuing library education (Specify). Include proposals submitted even though they have not been funded or implemented.

- a. (1971-73) and b. Planned (1973-74)
none

11. Consultant services provided by your staff for continuing library education programs.

- a. (1971-73) and b. Planned (1973-74)
Texas: Upon request by schools

12. Role taken by members of your staff in state or regional long-range planning for continuing education.

- a. (1971-73) and b. Planned (1973-74)
Oklahoma: Regional Director (Region VI) AASL, 1972-74; some cooperative effort will be developed within the year

13. Other:

- a. (1971-73) and b. Planned (1973-74)
none

14. What are the continuing education objectives and concerns of your state school library agency?

Oklahoma: The agency is involved in the improvement of the proficiency of school librarians and library procedures. Certification of all school librarians is encouraged continually. School administrators are urged to employ school librarians with library education.

Texas: To strengthen the unified media concept in schools

15. How high a priority does continuing education have in your agency in relation to its other objectives?

Oklahoma: Our agency places the improvement in the professional education of the school librarians in high priority along with establishment of library media centers and selection of materials among its objectives.

Texas: It is included in the state priorities for 1973-74

16. In your agency, how is it determined what programs will be developed and implemented?

Oklahoma: The administrator and coordinator plan together the regional school library workshops. Other programs are developed as they are needed during the year.

Texas: New Programs are based on changes in state planning, new bulletins, and Agency and Division Priorities and local school requests.

17. What is the relation to needs of librarians state-wide to programs offered?

Oklahoma: The school librarians need to meet with others in their region to review their problems and successes. There is opportunity for interchange of ideas.

18. How are needs determined?

Oklahoma: Surveys are made from time to time. These surveys have been prompted by HEW for Title II, ESEA programs.

Texas: By librarians, ESC personnel and state personnel in order to meet new program needs. Also, by local school requests.

19. What do you see as the need for continuing education in libraries in your state?

Oklahoma: More workshops and institutes in the summer. Extension courses with professors visiting communities are helpful.

Texas: Broader vision in initiation of services planning competencies, priority of services determination and accountability methods.

20. What provision is made by your agency for the continuing education of your staff?

Oklahoma: Short term leaves with pay to attend professional workshops, institutes and seminars.

Texas: Travel funds to state and national meetings; staff development workshops and seminars, etc.

21. What is the reward system for continuing education activity?

Oklahoma: The members of the Department work under the merit system of the state. There is no reward system.

Texas: none specifically

22. Are there any specific requirements regarding the continuing education of your staff?

Oklahoma: no

Texas: no

23. Do you discuss continuing education with those in other professional groups in your state?

Oklahoma: Yes (to some extent)
Texas: Yes

24. Do you attend planning sessions or programs of other professional groups in your state?

Oklahoma: Yes (but not to a great degree)
Texas: Yes (if asked)

25. Are you aware of what other professionally oriented groups are doing in your state?

Oklahoma: Yes (but probably not as much as we should)
Texas: Yes (to a high degree)

26. In what ways do you interact or do you think it would be beneficial to interact with other professional continuing education programs in your state?

Oklahoma: It would be beneficial to interact with other programs, but our staff is so limited in number.

Texas: Participation in the planning sessions would be desirable.

27. Administratively, how are continuing education programs in your agency:

Approved?

Texas: Projected in annual budget

Patterned?

Oklahoma: Our regional workshops are one day with much time given to group sessions.

Financed?

- a. From the agency budget

Oklahoma and Texas: yes

- b. By special grants

Texas: yes, if available

28. What is the clientele toward which your programs are directed?

Only professional librarians -

Oklahoma: Open to school superintendents and principals

Texas: Primarily 18 hour librarians

29. Does your agency provide any type of reward or recognition to individuals who participate in continuing education programs?

Oklahoma - No

Texas - No (but local schools do)

30. Does your agency have one specific person or group that has special responsibility in the area of continuing education?

Oklahoma - No

Texas - No

31. Does your agency serve as a clearinghouse for:

Bibliographies - Texas

Model Programs - Texas

32. Do you feel there is a need for:

Okla. Texas

- | | | |
|-------|-------|--|
| (X) | (X) | Training in administrative concepts and practices for top administrators? |
| (X) | (X) | Training in administrative and management concepts for middle managers? |
| (X) | (X) | Training for first line supervisors for the role as a developer of the human resources assigned to him or her? |
| (X) | (X) | Training that has as its objective updating the practitioner in his subject specialty? |
| (X) | (X) | Planning for continuing education program development? |
| (X) | (X) | Training key personnel to optimally utilize nonprofessionals? |
| (X) | (X) | Provide consultation in continuing education program development for groups in your association wishing to plan continuing education programs? |
| (X) | (X) | Guides and criteria for program development? |
| (X) | (X) | Evaluative criteria by which a library can determine its needs and those of its employees in the area of continuing education. |

DATA SHEET ON CONTINUING EDUCATION AS IT EXISTS IN
GRADUATE LIBRARY SCHOOL PROGRAMS IN THE SOUTHWEST

The questionnaire was sent to the nine schools offering graduate library science programs in the six SWLA states. All but two responded (78% return). Of the seven respondents, six completed the questionnaire. LSU responded with a letter rather than the questionnaire data. The replies of the seven respondents are compiled on the attached. The following codes have been used to identify the response of each school and the person supplying the data for that school.

U. of A. (T): University of Arizona (Tucson), Dr. D. Dickinson

LSU: Louisiana State University, Baton Rouge, Dr. Donald D. Foos

U. of O.: University of Oklahoma, Dr. Frank J. Bertalan

ETSU: East Texas State University, Dr. Dorothy B. Lilley

NTSU: North Texas State University, Dr. Dewey Carroll

TWU: Texas Woman's University, Dr. Hannah J. Kunkle

UT: The University of Texas at Austin, Dr. C. G. Sparks

All responses are reproduced exactly as supplied on the questionnaire.

Data Sheet

Please list the specific programs, courses, or activities in the area of library continuing education that are being carried out or are being planned.

1. Formal courses for credit (i.e. extension, night, correspondence):

a. Offered during 1971-73:

U. of A. (T): literature for adolescents - night, 3 units; government documents - night, 3 units; current trends in children's literature - night, 3 units; oral presentation - night, 3 units; library service to minorities (extension) - night, 3 units.

LSU: approximately 3-5 regular library science courses in the evenings.

U. of O.: extension courses at Tulsa. Four graduate-level library science courses offered each year. Though most students take them for eventual application to the M.L.S. degree, some take such courses to improve professional status.

ETSU: LS 592, Teacher-Librarian Workshops - four each summer with varying sub-titles.

NTSU: We have offered 4 to 5 regular credit courses each semester (fall & spring) on weekday evenings (Monday-Thursday), including 1 to 2 basic courses (reference, selection, administration, media centers) and 2 to 3 advanced courses (science literature research methods, technical services, serial publications, academic libraries, special libraries, information retrieval, library automation, reader services, buildings and equipment, library education, communication theory, publishing industry).

TWU: Personnel Management, Library and Society, Literature of Science and Technology, Production AV Material, Young People's Literature, Children's Literature.

UT: Three-week short course in Library Automation, June 25 to July 15, 1973.

b. Planned (1973-74):

U. of A. (T): current trends in children's literature - night, 3 units; adolescent literature - night, 3 units; public library service to adults - night, 3 units; materials for school use - night, 3 units.

LSU: Health Science Librarianship at LSU Medical Center (New Orleans) during summer.

U. of O.: no change - same as above.

ETSU: LS 529, Teacher-Librarian Workshops--ERIC and FLL 529, Polyglot for librarians.

NTSU: During 1973-74 and subsequent years, we will continue this program as a major effort in continuing education area with the aim of making the bulk of our regular courses available in this manner. (See also 3 and 4 below.)

TWU: No change - continuation of above.

UT: (1) Building Media Collections - night course, Fall 1973; (2) Introduction to Information Science - night course, Fall 1973.

2. Non-Credit Courses:

a. (1971-73) and b. Planned (1973-74):

U. of A. (T): none reported.

LSU: none reported.

U. of O.: none reported.

ETSU: none 1971-73; we are working on a plan to offer courses needed by public and/or junior college librarians.

NTSU: We do not believe that non-credit courses are the best strategy for us. We will focus on continuing education programs which look toward certification ladders of one kind or another -- and this means a credit structure of some kind inevitably. We believe the most successful continuing education programs in the different professional areas are of this basic design and orientation, whether implemented in an academic context.

TWU: none reported.
UT: none.

3. Workshops:

a. (1971-73) and b. Planned (1973-74):

U. of A. (T): Children's Poetry Workshop, June 14-18, 1971; Administrator and school library, June 28-July 2, 1971.

LSU: none reported.

U. of O.: Workshop in reference materials with particular emphasis on law library requirements; MARC-O workshop, attended primarily, but not entirely by students; public libraries reviewing the young generation; Media Center Director and teachers of junior colleges; a review on Fun from Books (on TV); school library media.

ETSU: listed above.

NTSU: In addition to our above evening "regular credit course" program in fall and spring semesters, our summer school offerings are deliberately designed in scheduling to serve continuing education needs with the summer session being divided into two, 5-week terms. Students may take one or two courses per 5-week term in degree or non-degree status.

TWU: Government Publications.

UT: none.

4. Seminars or Institutes: (Note: see also S. Janice Kee's report on these)

a. (1971-73) or b. Planned (1973-74):

U. of A. (T): none reported.

U. of O.: See "Workshops". Additionally, one with SWLA in Oct., 1972, on Service to Disadvantaged.

ETSU: none in past; may offer one in Spring, 1974.

NTSU: We also have a third program of special summer "workshop/institutes" which carry 3 semester hours extension credit. In this program we have offered an institute on non-book materials in summer '71, on A-V equipment in summer '72, and for summer '73 we will offer an institute on new cataloging code. The summer '74 topic is still to be defined.

TWU: automation, school libraries, and special libraries (with NTSU & UT).

UT: (1) Film Seminar, 2 sessions, Nov. '72; (2) PPB for school libraries, 1-1/2 days, April '73.

5. Conferences:

U. of A. (T): (1) Library Education in the Southwest, Nov. 1971; (2) A New Look at Children's Literature, Nov. 1973.

LSU: none reported.

U. of O.: Library College Conference in San Francisco in 1971 and planned for Chicago in 1973.

ETSU: In cooperation with TEA -- In Fall, 1970, we hosted a state-wide conference on "Certification of School Media Specialists" with 52 participants. In Fall, 1972 two faculty members spoke at area 5 meeting on books and publishing behind the Iron and Bamboo curtains. In Fall, 1973 we will host TLA, Area 5 Conference.

NTSU: none in past. While our focus will remain on credit course offerings of various kind looking toward certification ladders in different areas, we will also be conducting non-credit conferences, clinics, and seminars on a recurring annual basis as well as occasional ad hoc basis.

TWU: none.
UT: none.

6. Professional enrichment programs for Alumni:

U. of A. (T): none reported.
LSU: none reported.
U. of O.: No special programs are designed for alumni. They would ordinarily be included along with other participants.
ETSU: We offer a 30 hour post-master's program in specialized areas, courses include information networks, automation of libraries, etc. Planning to actively recruit for post-master's program. Three new courses have been added in information retrieval and problems of learning resources center.
NTSU: none.
TWU: Annual TWU Library School Homecoming enrichment information on library school programs; Newsletter to TWU Alumni.
UT: none.

7. Development of packaged courses:

U. of A. (T): none reported.
LSU: none reported.
U. of O.: none reported
ETSU: One CAI program at undergraduate level -- none for continuing education. Planning audio-tutorial on library associations -- their structure activities, and publications.
NTSU: none.
TWU: none.
UT: none reported.

8. Development of continuing education program which was developed in your school by one or more faculty members, but was implemented in another state (either by your faculty members or by leaders in the state using the program produced by your faculty):

None reported by any school except U. of O., re Library College programs.

9. Research in the area of continuing library education - Include proposals submitted even though they have not been funded or implemented:

U. of A. (T): none.
LSU: none reported
U. of O.: USOE Instructional Development Institute
ETSU: none.
NTSU: none in past; planning a study of post-master's certification on Librarianship (International Scope).
TWU: Prepared a proposal for Knapp Manpower Project on Developing a Program for School Library Education.
UT: none.

10. Consultant services provided by your faculty for continuing library education programs:

U. of A. (T): none.
LSU: none reported.

U. of O.: none.

ETSU: Dec. 10, 1971, Dr. Lilley presented to 150 Dallas school librarians a plan for cataloging non-print materials; Fall, 1971 she served as consultant for 3-day session in Sulphur Springs public schools; planned (1973-74) - similar consultant activities.

NTSU: none in the past; will serve as requested for Texas based programs

TWU: none reported.

UT: none reported.

11. Role taken by members of your faculty in state or regional long-range planning for continuing education:

U. of A. (T): (1) Mr. Russell Munn and Dr. Dickinson spoke in March 1973 to Arizona State Library (Public Library Division) on "Continuing Education in Public Libraries"; (2) Dickinson, Chairman of Arizona Library Association, Education Division 1971-72 (while Chairman, planned series of 6 seminars on "Improving Reference Service". (Spring 1972); (3) Dickinson presently member of Arizona Library Association Education Division (two-day workshop planned for April 27-28 on Interpersonnel Relations).

LSU: none reported.

U. of O.: Three members of the faculty have participated with long-range planning groups at the state and regional levels.

ETSU: Dr. Lilley is working with Richard Waters (Dallas Public) and Bill Tucker (Eastfield) on possible regional programs; Dr. Hamilton Monroe appointed (at TLA April 1973) to a state committee headed by Dr. Hannah Kunkle of TWU.

NTSU: none in the past; we anticipate involvement in all planning initiated by others. We will initiate planning in certification ladders area.

TWU: Attendance at meeting at Arizona State University on Library Education; attendance School Library Certification Programs at East Texas State University and at Ft. Worth sponsored by Texas Education Agency; faculty membership in AALS Standing Committee on Continuing Education; attendance at Denver University meeting on Knapp Manpower Project on School Library Education. In 1973-74, will continue faculty participation in AALS Cont. Ed. Committee; attendance at Univ. of Texas Austin meeting on Learning Resource Centers.

UT: H. H. Young is Chairman, Texas Library Association Continuing Education Committee and is working with CELS project (SWLA).

12. Other:

U. of A. (T): none.

LSU: none reported.

U. of O.: none reported.

ETSU: none reported.

NTSU: Our "Master Plan for Continuing Education" will be completed in 73-74.

TWU: none.

UT: (1) Five visiting lecturers, one each day for a week, April 1972; (2) Six visiting lecturers, one each day for six days, April 1973.

13. What are the continuing education objectives and concerns of your school?

U. of A. (T): It is a stated goal of the Graduate Library School to "meet the needs of practicing librarians for continuing education". This includes needs in area of communications, research, and service.

LSU: none reported; engaged in self-study at present.

U. of O.: To be actively involved in planning and offering continuing education programs within Oklahoma and in the Southwest region. One faculty member actively participates at the National Level.

ETSU: ETSU has a very active Continuing Education office with a full-time Dean, Dr. B. J. Steelman. Roughly, the objective is to serve the needs of the community.

NTSU: (1) To redefine objectives of regular curricular programs (a) to prepare students specifically for continuing educational study and certification, (b) to serve immediate double function in continuing education area; (2) to articulate regular curricular program with continuing education programs, (3) to take leadership in area of special certification.

TWU: To provide opportunity for librarians in all types of libraries to improve their education and be able to advance professionally; to enrich the professional background of librarians; to fulfill responsibility to our alumni by providing workshops and institutes in aspects of particular interest in the library field.

UT: School has Continuing Education Committee which is exploring ways to contribute to a state/regional program.

14. In your library school, how is it determined what programs will be developed and implemented?

U. of A. (T): The faculty and administration of the school arrange these priorities, in connection with practicing librarians.

LSU: no reply.

U. of O.: faculty initiative and decision.

ETSU: By committee of the whole faculty.. Programs are screened by appropriate university committees and approved by the Board of Regents and the Coordinating Board.

NTSU: by faculty and dean.

TWU: By examining the needs of the field and the requests of librarians; by evaluating the faculty specialization needed to make a course available; the funding available for programs.

UT: By the school's Continuing Education Committee.

15. What is the relation to needs of practicing librarians to programs offered?

U. of A. (T): We attempt to conform our programs to needs. In 1971 a survey of needs in Arizona was taken by the Arizona Library Association. We attempt to relate to these needs.

LSU: no reply.

U. of O.: Past experience has shown that needs of practicing librarians are met sufficiently to have warranted wide attendance and participation in the various programs which have been scheduled.

ETSU: This is difficult to determine, but we are trying through planned conferences with librarians in the field.

NTSU: The needs of practicing librarians will be our first concern in continuing education area for the immediate future, particularly as these may be met for special certifications.

TWU: Programs are developed cooperatively with the practicing librarians in response to their expressed needs.

UT: Needs of local librarians assessed and short courses and night courses planned accordingly. Visiting lectures open to practicing librarians.

16. How are needs determined?

- U. of A. (T): (1) The above mentioned survey helped define these needs;
(2) meetings with area librarians help define the needs.
LSU: no reply.
U. of O.: The idea of continuing education has been discussed with practicing librarians at various meetings, and participants have discussed their needs.
ETSU: See #15.
NTSU: (1) by informal but continuing interaction with our graduates and other librarians in the field; (2) by synthesis of information in relevant professional literature, including reported special studies.
TWU: Personal communication with librarians in the field, actual contacts of the faculty with the field, suggestions from the Texas State Agency.
UT: Local librarians surveyed.

17. What provision is made by your school for the continuing education of faculty members?

- U. of A. (T): regular meetings and one-day conferences.
LSU: no reply.
U. of O.: Encouragement to attend, dismissing classes as necessary and indicated, transportation furnished when possible.
ETSU: Attendance at conferences, tutorials, mini sessions, formal courses on campus in other departments.
NTSU: (1) This is primarily the responsibility of each faculty member with release time accorded as appropriate; (2) Each faculty member is encouraged to formulate an individual continuing education plan, including objectives and programs; (3) nature and amount of continuing education of each faculty member is considered in recommendations for promotion and salary.
TWU: Leave of absence is available.
UT: Attendance at conferences, etc., is encouraged and funded when possible.

18. What is the reward system for continuing education activity?

- U. of A. (T): unknown.
LSU: no reply.
U. of O.: Such activity is considered as service either to the University or to the State of Oklahoma and is reportable in the annual faculty rating for which the director of the Library School has responsibility.
ETSU: Most employers eventually increase salaries. ET credits a student's transcript with certification after 30-hour post-master's.
NTSU: See #17.
TWU: Personal satisfaction of faculty.
UT: One criterion for promotion, salary increases and tenure.

19. Are there any specific requirements regarding continuing education of faculty members?

- U. of A. (T): no.
LSU: no reply.
U. of O.: None formally established, but stress is laid on professional involvement.
ETSU: Annual evaluation of faculty takes into consideration the degree of their continuing education efforts.
NTSU: See #17.
TWU: Attendance at professional conferences and participation in them as well as other means of up-dating knowledge is considered in the yearly evaluation of the faculty member.
UT: no.

20. Interface with other professional programs on your campus: Do you discuss continuing education with those in other professional programs on your campus?
6 yes: U. of A. (T) - education faculty; U. of O. - center for C.E.; ETSU; NTSU; TWU - Graduate Council; UT.
21. Do you attend planning sessions or programs of other professional groups on your campus?
4 yes: U. of O.; ETSU; NTSU; TWU (Ed. Forums and competency based teacher education meetings).
2 no: U. of A. (T); UT.
22. Are you aware of what other professionally oriented groups are doing on your campus in the area of continuing education?
4 yes: (to some extent) U. of O.; ETSU; NTSU; UT.
2 no: U. of A. (T); TWU.
23. In what ways do you interact or do you think it would be beneficial to interact with other professional continuing education programs on your campus?
U. of A. (T): discussion; meetings.
LSU: no reply.
U. of O.: It would be beneficial to investigate what the Colleges of Engineering, of Law, and Medical School are doing and plan to do.
ETSU: The Department of Library Science is directly involved with the Computer Science, the Audio-Visual Education, and the Literature and Languages Departments. We also serve on committees with members of other departments.
NTSU: no reply.
TWU: It would be beneficial to be aware of such programs, to participate in them, and to coordinate library school programs with other programs where feasible.
UT: There is a University-wide Continuing Education Committee with a library school member to coordinate activities on campus.
24. Unfavorable conditions relative to university continuing education program:
There is a general down-grading of non-credit activities in the spectrum of university teaching relative to courses in the regular degree curriculum. Yet there is general agreement that continuing education must be non-credit (in large part) in order to develop formats which are more flexible in meeting the individuals' needs for continuing education.
- Overall on Campus:
Agree: TWU; UT
Disagree: ETSU*; NTSU*
- In Library School:
Agree: U. of A. (T); U. of O.; TWU; UT
Disagree: ETSU*; NTSU
- *ETSU Note: ET offers many non-credit workshops and conferences. Library Science will do more when the need from the field is felt.
- *NTSU Note: (1) This begs the question. As long as state funding is primarily on a credit hour production basis, emphasis must be on implementation through utilization of regular credit offerings; (2) We disagree with this understanding as a matter of basic philosophy. Non-credit programs should be secondary.

25. Little attention is given to seeking new methods of developing, evaluating, and experimenting with new methods of instruction in order to explore their potential usefulness in the field of continuing education.

Overall on Campus:

Agree: UT
Disagree: ETSU*, NTSU

In Library School:

Agree: UT
Disagree: U. of A. (T); U. of O.; ETSU*; NTSU; TWU

*ETSU Note: Little has been done because time and money are needed for released faculty time to develop good programs.

26. There is an absence of long-range planning for continuing education in collaborative arrangements with professional associations, employing institutions, or other professional groups.

Overall on Campus:

Agree: ETSU, NTSU, TWU, UT
Disagree:

In Library School:

Agree: ETSU; NTSU; TWU; UT
Disagree: U. of A. (T); U. of O.

27. Administratively how are continuing education programs on your campus:
Approved?

U. of A. (T): First in the Library School; then through the College of Education and then through the Department of Continuing Education.

LSU: no reply.

U. of O.: by the faculty of the school.

ETSU: non-credit courses through the ET Administrative channels and the Office of C. E.

NTSU: Regular credit offerings through regular channels (i. e., school faculty, Graduate Council, Academic Affairs, etc., on through State Coordinating Board). Other offerings are approved by school faculty in conjunction with appropriate officers, such as Academic Affairs, Extension, Community Services, etc.

TWU: Director, V.P. for Academic Affairs, V.P. for Fiscal Affairs and President.

UT: at the school or departmental level.

28. Patterned?

U. of A. (T): same as above.

LSU: no reply

U. of O.: no reply.

ETSU: Flexibly according to specific need.
NTSU: by faculty responsible in the area.
TWU: Our School Library Service Institutes are given annually for a day and a half; the College of Education gives a day institute annually, etc.
UT: to suit needs of the individual school or dept.

29. Continued?

U. of A. (T): Same as #27.
LSU: no reply.
U. of O.: no reply.
ETSU: no reply.
NTSU: same as #27.
TWU: no reply.
UT: at discretion of school or department.

30. Discontinued?

All answered same as #29.

31. Financed?

U. of A. (T): some supported in College of Education; some supported by Department of Continuing Education.
LSU: no reply.
U. of O.: no formal budgeting by the University Budget Council.
ETSU: by student's fees
NTSU: Primarily by tuition charge unless outside agency support should be involved.
TWU: School of Library Science budget and fees charged.
UT: with school or departmental funds.

32. Higher education design patterns are in the process of transition today on a nationwide scale. On your campus do you observe indications of a change in role or trend toward loosening up in the offering of continuing education opportunities to professional groups or individuals?

U. of A. (T): I do. More graduate credit will soon be approved from continuing education extension programs.
LSU: no reply.
U. of O.: See 23 for other professional schools. Within the Library School, however, there is a trend.
ETSU: Yes, definitely.
NTSU: Our understanding is that universities are more than ready and that the professional organizations are primarily the ones still to define and assume their share of responsibilities in this regard.
TWU: No. Texas Woman's University has always been in the forefront in all schools on the Campus. These programs are not new to TWU.
UT: Yes, through the Presidential appointment of a Continuing Education Committee, which will hopefully lead to promotion and coordination of continuing education programs and increased budget for the Division of Extension.

DATA SHEET ON CONTINUING EDUCATION AS IT EXISTS
IN LIBRARY ASSOCIATIONS IN THE SOUTHWEST

Questionnaires were sent to the following associations. Those responding are marked with an asterisk and the code used for indicating their response in the attached summary is given in the parenthesis following their name.

Arizona:

- *Arizona Library Association (ASLA)

Arkansas:

- *Arkansas Library Association (ALA)
- Arkansas School Library Association
- Arkansas Foundation of Associations

Louisiana:

- *Louisiana Library Association (LLA)
- *Louisiana Chapter of the Special Library Association (LC/SLA)

New Mexico:

- New Mexico Library Association (apparently there was a mix-up on this questionnaire and it was never received) (NMLA)
- New Mexico Library Audio Visual Education Council
- *Rio Grande Chapter Special Library Association (RGC/SLA)
- New Mexico School Library Association
- New Mexico Association for Education, Communications and Technology
- Greater Albuquerque Library Association (GALA)

Oklahoma:

- *Oklahoma Library Association (OLA)
- Oklahoma Chapter of the Special Library Association

Texas:

- *Texas Library Association (TLA)
- *Texas Council on Library Educators (TCLE)
- *Texas Association of Education Technology (TAET)
- Coastal Bend Library Association
- Austin Library Club
- *Dallas County Library Association (DCLA)
- Houston Library Association
- *Bexar County Library Association (BCLA)
- Houston School Library Association
- Texas Chapter of the Special Library Associations

Multistate Associations:

- *Border Regional Library Association (BRLA)
- *Southwestern Chapter of the American Assoc. of Law Libraries (SC/AALL)
- *TALON Regional Group (TALON)
- *Southwestern Library Association (SWLA)

The total number of questionnaires submitted to associations in the six states was 27. Responses were received from 15, which is a 55% return. Although this percent return may be acceptable, it is believed that several significant continuing education activities are being conducted by the nonresponding associations - particularly, for example, the Texas Chapter SLA. This fact, plus the inadvertent omission of NMLA, can only indicate that the enclosed summary is not totally comprehensive of continuing education activities of all library associations in the Southwest. It is only a preliminary survey. Responses need to be obtained from those associations not replying to this first survey in order to complete the picture.

Data Sheet

Please list the specific programs, courses, or activities in the area of library continuing education that are being carried out or being planned by your library association.

1. Workshops at Regional Conferences:

(a) 1971-73 and (b) Planned

Arizona: none

Arkansas: none

Louisiana: none

New Mexico: Translations Services in Libraries (April, 1973) by RGC/SLA in Albuquerque

Oklahoma: Reported the following workshops offered -- MARC-O, Automation, Trustee, Dorthea Dale, Bookmobiles, Technical Services, Reference Game, College and University Talk Sessions (Ed. note: Although reported as "Regional", believe these were at state level).

Texas: none

Regional Assns.: (1) Planning and Evaluation, Medline, and A/V Materials (April, 1973) by TALON in Little Rock, (2) Classification and Legal Bibliography by SWC/AALL, (3) LSCA (Sept. 1971) by BRLA

2. Workshops at State Level:

(a) 1971-73 and (b) Planned 1973-74

Arizona: (1) Series of three on "Dynamics for Change" by ASLA, (2) Documents Workshop, Flagstaff, July 7 & 8, 1972. Organized by a group of documents librarians who subsequently organized as a Documents Roundtable within the ASLA, (3) State Tutor Training Workshop, Phoenix, October 24-25, 1972. Organized by the School Libraries Division of ASLA. Program related to the National Reading Center, (4) "Census Users Conference" sponsored by ASLA Documents Roundtable, Tempe, 1-16-73, for librarians, educators, businessmen, government officials, (5) Series of workshops by and for ASLA

Public Libraries Division: Flagstaff, 9-20-72, "Library volunteers and Friends and Trustees"; Glendale, 11-15-72, "Library Volunteers and Friends and Trustees" and "Municipal Finance and the Public Library"; Tempe, 2-21-73, "Continuing Education for Librarians.", (6) Library Education Committee had a series of workshops on Continuing Education, two of which were WICHE sponsored; (7) "Better Communication Techniques For (all) Library Personnel", 2-day workshop Tucson, April 27-28, 1973, sponsored by ASLA Education Committee. To be repeated in Phoenix May 4-5; (8) "Library Service to the Un-served" (not minorities, but various community groups) sponsored by the ASLA Public Libraries Division, Tempe May 16.

Arkansas: (1) SLICE/MARC-O (Spring, 1972) sponsored in conjunction with Arkansas Library Commission for all types of libraries, (2) Administration of Reference Service Workshop, Oct., 1972.

Louisiana: none reported

New Mexico: none reported (Cosponsored SLICE/MARC-O Workshop in Albuquerque jointly with UNM; Workshop on Serials, Jan., 1973, in Albuquerque, and Inter-library Loans in Las Cruces in April, 1973)

Oklahoma: none reported

Texas: none reported for '71-73; "Intellectual Freedom" planned for Fall of 1974

Regional Assns.: TALON conducts workshops on Medline in conjunction with meetings of state medical societies.

3. Workshops at Local Level:

(a) 1971-73 and (b) Planned 73-74

Arizona: none reported

Arkansas: (1) a series of three workshops for trustees by Mrs. Alice Ihrig in Spring, 1972, (2) Planning a series on Intellectual Freedom to be given in different sites in Fall of 1973 and Spring of 1974.

Louisiana: none reported

New Mexico: none reported

Oklahoma: none reported

Texas: (1) Texas Assn. of School Librarians has worked with the 20 Regional Education Service Centers in workshops for school librarians on Program Planning and Participation. Financial assistance by TASL: \$2,000.00. Texas Assn. of School Librarians is providing funding in the amount of \$4,000.00 for workshops in 73-74 for school librarians. Scheduling varies, either early summer or August In-Service; (2) DCLA sponsored a series of seven sessions, Jan.-May, 1973, on "Librarians as Managers: Human Dynamics Workshop" - plan to have another series next year.

Regional Assns.: TALON conducts a series of workshops throughout five-state region for hospital librarians and administrators at the local level.

4. Workshops in Conjunction with Other Library Associations:

(a) 1971-73 and (b) Planned 73-74

Arizona: none reported

Arkansas: none reported

Louisiana: none reported

New Mexico: NMLA and RGC/SLA joint workshop on Serials Automation in Jan., 1973

Oklahoma: none reported

Texas: joint sessions in TLA occasionally; BCLA and Catholic Library Assn. sponsored workshop on Multi-media in 1973

Regional Assn.: SWLA and Mexican Library Assn. joint programs; SWLA planning joint meeting with MPLA

5. Workshops in Cooperation with Other Professional Groups:

(a) 1971-73 and (b) Planned

Arizona: Several library oriented programs presented by the Public Library Division of ASLA at the annual conference of the League of Arizona Cities and Towns, October 4-6, 1972.

Arkansas: Workshops for school librarians in Summer of 1971 and 1972 jointly with the Arkansas Education Assn.

Louisiana: none reported

New Mexico: none reported

Oklahoma: none reported

Texas: none reported except BCLA which reported the following: (1) with Institute of Texas Cultures on "Fine Books in Contemporary Age", 1971, (2) with Southwest Research Institute on "Information Sciences" in 1973

Regional Assns.: (1) BRLA on Archives Fundamentals in 1972, (2) TALON with hospital associations in various states

6. Workshops in Cooperation with Library Schools:

(a) 1971-73 and (b) Planned

Arizona: The programs in cooperation or connection with the U of A Library School: "Administrators and the Library" June 28-July 2, 1971, and "Poetry Workshop", June 14-18, 1971

Arkansas: none reported

Louisiana: planning a workshop with LSU on Writing Techniques

New Mexico: none reported

Oklahoma: none reported

Texas: BCLA with UT on "Professionalism in the Library World" in 1971; none other reported

Regional Assns.: (1) TALON planning graduate courses in medical librarianship with LSU and NTSU; (2) SWLA cosponsored 1972 Pre-Conference with Library Education Committee of SWLA and SELA

7. Workshops in Cooperation with Employing Institutions:

Arizona: three workshops on interlibrary loans funded by LSCA Title III for 1,600 and organized by U of A Library and ASLA

Arkansas: none reported

Louisiana: none reported

New Mexico: none reported except Serials Automation Workshop, Jan., 1973

Oklahoma: none reported

Texas: none reported

Regional Assns.: (1) BRLA with UTEP on Chicano studies materials exposition

8. Seminars or Institutes at Regional Conferences:

(a) 1971-73 and (b) Planned 73-74

Arizona: none reported

Arkansas: none reported

Louisiana: none reported

New Mexico: none reported

Oklahoma: none reported

Texas: (1) TAET sponsored Regional Leadership Conference at Lake Texoma in May, 1972, and in Baton Rouge in May, 1973.

Regional Assns.: (1) SWLA sponsored institute on Library Service to Disadvantaged jointly with OU Library School, National Book Committee, and ALA in Norman in Oct., 1972, (2) SWLA sponsored institute on Planning and Evaluation of Library Programs in New Orleans, Oct./Nov. 1972, (3) SWLA cosponsored with State Agencies the Six Flags Regional Interstate Cooperation Planning Conference in 1970, (4) SWLA planning Pre-Conference in Galveston in 1974; (5) BRLA (in April, 1971) Professional Growth Seminar -- evaluation of audio-visual, censorship, interlibrary cooperation, effective utilization of audio visuals

9. Seminars or Institutes at the State Level:

(a) 1971-73 and (b) Planned 73-74

Arizona: ASLA Library Education Committee sponsored six evening colloquia on "Improving Reference Services" in Spring of 1972

Arkansas: ALA sponsoring a seminar on Arkansas Union List of Periodicals in April, 1973

Louisiana: none reported

New Mexico: none reported

Oklahoma: none reported

Texas: none reported

Regional Assns.: none reported

10. Seminars or Institutes at the Local Level:

(a) 1971-73 and (b) Planned 1973-74

Arizona: none reported

Arkansas: none reported

Louisiana: none reported

New Mexico: none reported

Oklahoma: none reported

Texas: none reported

11. Seminars or Institutes in Cooperation with Other Library Associations:

Arizona: none reported

Arkansas: none reported

Louisiana: none reported

New Mexico: RGC/SWLA with Colorado Chapter SLA on "The Library in the Year 2000", held in Colorado, May, 1972. Planning joint seminar on Standardization of Records for Computer Processing in Oct., 1973

Oklahoma: none reported

Texas: none reported

Regional Assns.: none reported

12. Seminars or Institutes in Cooperation with Other Professional Groups:

Arizona: none reported
Arkansas: none reported
Louisiana: none reported
New Mexico: none reported
Oklahoma: none reported
Texas: none reported
Regional Assns.: none reported

13. Seminars or Institutes in Cooperation with Library Schools:

Arizona: "Library Education in the Southwest: Prospects and Challenges", sponsored by U. of A. Library School, Oct. 1971
Arkansas: none reported
Louisiana: none reported
New Mexico: none reported
Oklahoma: none reported
Texas: none reported
Regional Assns.: SWLA and U. of C. cosponsored Institute on Library Service to Disadvantaged in Oct., 1972

14. Seminars or Institutes in Cooperation with Employing Institutions:

Arizona: none reported
Arkansas: none reported
Louisiana: none reported
New Mexico: none reported
Oklahoma: none reported
Texas: none reported
Regional Assns.: none reported

Continuing Education in the Following Categories:

15. Development of Packaged Printed Courses:

Arizona: none reported
Arkansas: none reported
Louisiana: none reported
New Mexico: none reported
Oklahoma: none reported
Texas: none reported
Regional Assns.: none reported

16. Development of Cassettes for Distribution:

Arizona: none reported
Arkansas: none reported
Louisiana: none reported
New Mexico: none reported
Oklahoma: none reported
Texas: Mini-sessions of 1973 TLA Conference will be available on cassettes.
Regional Assns.: SWLA produced cassette on CIPP.

17. Development and Distribution of Bibliographies:

Arizona: none reported
Arkansas: none reported
Louisiana: none reported
New Mexico: none reported
Oklahoma: Social Responsibilities Committee prepared book list on minorities in Oklahoma.
Texas: none reported
Regional Assns.: none reported

18. Publish Articles in Journals Contributing to Professional Growth

Arizona: none reported
Arkansas: none reported
Louisiana: none reported
New Mexico: none reported
Oklahoma: none reported
Texas: none reported
Regional Assns.: none reported

19. Use of Cable TV:

Arizona: none reported
Arkansas: none reported
Louisiana: none reported
New Mexico: none reported
Oklahoma: none reported
Texas: none reported
Regional Assns.: none reported

20. Use of Talk-Back TV:

Arizona: none reported
Arkansas: none reported
Louisiana: none reported
New Mexico: none reported
Oklahoma: none reported
Texas: none reported
Regional Assns.: none reported

21. Sponsorship of Tutorials:

Arizona: workshops previously reported were tutorial
Arkansas: none reported
Louisiana: none reported
New Mexico: none reported
Oklahoma: none reported
Texas: Conference programs for 3 years have followed tutorial/mini-session format. Most were aimed at up-dating the professional. Areas such as middle management, the new school learning resources center, publicity, service to the disadvantaged, collections building, etc.

22. Development of Programs which have Traveled from One Geographic Location to Another:

Arizona: Many of the workshops were presented in several locations.
Arkansas: none reported
Louisiana: none reported
New Mexico: none reported
Oklahoma: none reported
Texas: none reported
Regional Assns.: none except SLICE/MARC-O workshops and TALON workshops

23. Other Categories (Specify):

Arizona: Through payments made by the State Library, ASLA and its members take part in, and derive benefit from, programs sponsored by or obtained through WICHE and SWLA SLICE/CELS
Arkansas: none
Louisiana: none
New Mexico: none
Oklahoma: none
Texas: none
Regional Assns.: (1) (1971-73) BRLA meeting, June 9, 1972-Intercultural committee program included film "How's School, Enrique?" followed by commentary by the author, poet Lalo Delgado and presentation by Teatro del Sol. Sept. 8, 1973 meeting - Dr. Marion Hardman (NMSU English Faculty)
(2) Planned (1973-74) Children's Literature from Caxton's press to present day.

24. Hold an Annual Conference on Continuing Education:

Arizona: Annual ASLA Conference, held partly in combination with the Arizona Assn. For Audiovisual Education, was devoted to continuing education, the theme being "It's All The State of The Mind". April 13-15, 1972
Arkansas: none reported
Louisiana: none reported
New Mexico: none reported
Oklahoma: none reported
Texas: (1) April 1, 1971 - Stanley McElderry, UT, Austin, spoke on "The Nature and Purpose of Library Education"; (2) April 7, 1972 - Dr. Edward G. Holley, Univ. of No. Caroline, Chapel Hill, spoke on "How Will Schools of Library Science Fare in a Period of Financial Stringency"; (3) April 4, 1973 - Maryann Duggan, "The SLICE/CELS Project - Continuing Education for Librarians in the Southwest".
Regional Assns.: SWLA usually has a session on library education at each Conference.

25. What are continuing education objectives and concerns of your association?

Arizona: The Association has not adopted, or otherwise recognized, any formally stated objectives and concerns.
Arkansas: Problems of education for librarianship within the state. Also concerned with broad problems relative to raising standards of all types of library service within the state.
Louisiana: (1) LLA - no reply; (2) LC/SLA - We hope to plan more workshops and seminars in the future. Our group is so diverse, however, that it is difficult to plan such an activity which would help or interest all members.
New Mexico: RGC/SLA - Our concerns are that there be some provision for upgrading or updating the education of our members.

Oklahoma: OLA - We have a Goals Statement which is broad, but we do encourage and support. Association does have a continuing education committee to coordinate.

Texas: (1) TLA - While we feel that professional organizations have a definite obligation to make some form of continuing education available to its members and non-members, we have not really known how to begin, and hope that SWLA can develop a program which will avoid duplication of effort, and sharing of prepared material; (2) TCLA - We are oriented toward sharing observations and building upon experiences as revealed by council members. In this way we update faculty of Library Schools; (3) TAET - no answer; (4) DCLA - Article II of Constitution states as purpose number 5 "Encourage and assist members in advancing professionally."; (5) BCLA - Promoting the interests of all types of libraries concerned - public school, higher learning institutions, military and special libraries.

Regional Assns.: (1) SWC/AALL - no answer; (2) TALON - As per your definitions, we are not really into continuing education yet. We are at present building that "previous experience" lacking in so many of the librarians with whom we deal.; (3) SWLA - in process of clarification and definitions; (4) BRLA - Committee has been formed to plan workshops.

26. How high a priority does continuing education have in your association in relation to its other objectives?

Arizona: Quite high. (A subjective assessment)

Arkansas: Probably the highest priority. Since our state has no graduate library program, we feel it is essential that we cooperate in sponsoring as many programs of library education as possible.

Louisiana: (1) LLA - no reply; (2) LC/SLA - Very high, but more is done at the national level than local.

New Mexico: RGC/SLA - Not high up to the present, because it seemed rather unattainable for a small group on its own. We would be more interested if SLICE was involved.

Oklahoma: OLA - All divisions and committees are encouraged to develop such programs and in terms of funds -- it is a high priority. Activity varies from year to year with different individuals in office.

Texas: (1) TLA - Among top 3 objectives of the Association; (2) TCLA - Several members of this group are involved in other organizations working on continuing education. They, in effect, serve as liaison with other groups. A unanimous vote not to form a separate committee was made; (3) TAET - Very low; (4) DCLA - Our four meetings per year are generally designed to further the knowledge of those attending regards new developments, library cooperation, etc. The above mentioned workshop is the first venture of the Association in its six-year history beyond our regular meetings and the publishing of a Newsletter.; (5) BCLA - Continued high priority.

Regional Assns.: (1) SWC/AALL - no answer; (2) TALON - considered a goal in two years of pre-training. Hopefully will begin upon completion of eight quarterly workshops; (3) SWLA - High, as evidenced by CELS project; (4) BRLA - very high priority.

27. In your association how is it determined what programs will be developed and implemented?

Arizona: of the Association's nine Immediate Goals, adopted by membership in 1972, the sixth one reads: "To support a program of continuing education

for librarians." The ASLA Divisions and Committees originate and develop program ideas.

Arkansas: Usually by action of the Executive Board, based on requests from divisions and committees.

Louisiana: (1) LLA - no reply; (2) LC/SLA - We sent a questionnaire to members in the Fall asking for suggestions and the executive board is making plans accordingly.

New Mexico: RGC/SLA - The members and Board of Directors decide.

Oklahoma: It seems to be based on getting the programs prepared -- OLA Executive Board is not so swamped with projects that up to now it has funded all.

Texas: (1) TLA - This has not yet been established.; (2) TCLA - By discussion and decision at annual meeting; (3) TAET - no response; (4) DCLA - input from membership, final action and authority rests with Executive Board; (5) BCLA - The program chairman (vice-President) along with his committee decides on the material of the program - the executive committee will ok the decision.

Regional Assns.: (1) SWC/AALL - no reply, (2) TALON - determined by discussion between extension program and TALON Director, (3) SWLA - no clear-cut procedure, (4) BRLA - Committee has sent out questionnaire. Workshops will be planned as requests indicate.

28. What is the relation to needs of practicing librarians to program offered?

Arizona: Close, although the quality of the programs often falls short of the expectations of both the planners and of the attendees.

Arkansas: no reply

Louisiana: (1) LLA - no reply; (2) LC/SLA - no reply

New Mexico: RGC/SLA - no reply

Oklahoma: Money this year has been based on a survey of interests of various divisions.

Texas: (1) TLA - Program format at conferences allowed presentation of tutorials in various areas of interest; some topics were chosen because of current relevancy i.e., legislation, some on request of a group; (2) TCLE - no reply; not applicable, (3) TAET - no reply; (4) DCLA - We try to vary our programs so that every type of library librarian will have at least one program which will directly interest him/her; (5) BCLA - actually depends on program committee of that year

Regional Assns.: (1) SWC/AALL - no reply, (2) TALON - Programs based entirely on needs. Participants determine subject to be covered.; (3) SWLA - No clearly defined procedure; (4) BRLA - Committee works with area librarians to determine needs.

29. How are needs determined?

Arizona: Programs seem to stem from felt needs, within the limitations of available resources.

Arkansas: no reply

Louisiana: (1) LLA - no reply; (2) LC/SLA - see #27

New Mexico: RGC/SLA - Our members are vocal. When a need is expressed (as for Translations Workshop), we try to fill it.

Oklahoma: no response

Texas: (1) TLA - no response; (2) TCLE - through evaluation of the state of the art at any given time; (3) TAET - no response; (4) DCLA - see #27; (5) BCLA - word of mouth, surveys, suggestions

Regional Assns.: (1) SC/AALL - no response; (2) TALON - by participants expressed needs; (3) SWLA - by requests and, hopefully, by systematic appraisal of needs; (4) BRLA - by questionnaires, committee consultations with BRLA board, programs that are available within the area at small expense

30. What is the clientele toward which your programs are directed?

Arizona: All association members

Arkansas: all association members

Louisiana: (1) LLA - no reply; (2) LC/SLA - all association members and professional librarians only

New Mexico: RGC/SLA - all members of our chapter plus "friends", which encompasses professionals and technicians

Oklahoma: OLA - all association members

Texas: (1) TLA - all association members; (2) TCLE - all association members; (3) TAET - no reply; (4) DCLA - all association members and all library employees; (5) BCLA - all association members plus other interested friends of the library

Regional Assns.: (1) SC/AALL - all association members; (2) TALON - all library employees; (3) SWLA - all association members and professional librarians only; (4) BRLA - all association members and all library employees

31. How are continuing education programs funded?

Arizona: by dues, special grants and registration fees

Arkansas: by dues and registration fees

Louisiana: (1) LLA - no reply; (2) LC/SLA - by combination of dues and registration fees

New Mexico: RGC/SLA - by combination of project funds and registration fees

Oklahoma: OLA - by dues

Texas: (1) TLA - by dues and registration fees; (2) TCLE - non-funded; (3) TAET - no reply; (4) DCLA - by registration fees

Regional Assns.: (1) SC/AALL - dues and registration fees; (2) TALON - special grants; (3) SWLA - special grants, registration fees and dues; (4) BRLA - registration fees

32. Does your association provide any type of reward or recognition to individuals who participate in continuing education programs?

Yes: TCLE; TALON

No: ASLA; ALA; LC/SLA; RGC/SLA; OLA; TLA; TAET; DCLA; BCLA; SC/LLA; BRLA; SWLA

No Reply: LLA

33. What specific form does recognition take?

Certificate: none

Special Recognition at Meetings: TCLE

Certification: none

Other: TALON - letter of participation for administrative files and for C.E. "points"

34. Does your association have one specific person or group that has special responsibility in the area of continuing education?

(8) Yes: ASLA; OLA; TLA; DCLA; SC/AALL; TALON; SWLA; BRLA

(6) No: ALA; LC/SLA; RGC/SLA; TCLE; TAET; BCLA

35. What is the title of this person or group?

ASLA: Library Education Committee; ALA: No, but do have an Education Committee which is charged with studying and reporting upon problems of Education for librarianship; RGC/SLA: Three members serve on N. M. Library/Audio-visual Education Council; OLA: Continuing Education Committee; TLA: Chairman, sub-committee on continuing education (a part of the Library Development Committee); TALON: Extension Librarian; BRLA: BRLA Workshop Coordinator for CELS

36. What is the scope of this job?

ASLA: Not formally defined. Each Committee (every year) seems to determine its parameters. In 1971 the Committee did a survey of the entire ASLA membership to ascertain the interests and course needs.

OLA: Develop and coordinate programs developed by divisions and committees.

TLA: To seek ways and means of establishing a program for continuing education for librarians in Texas.

SC/AALL: Program chairman

TALON: Preparation, development and sponsorship of courses and workshops

SWLA: CELS Project Director

BRLA: undetermined at this time

37. What is the name of the person or persons who has this responsibility in your organization at the present time?

Listed on the individual questionnaires.

38. Does your association serve as a clearing house for:

Yes replies only--

(2) Bibliographies: OLA; TALON

(0) Model Programs

(1) Approved projects: OLA

(0) Disapproved applications

(2) Reports of utilization of research in continuing education: OLA; TCLE

(1) Other (Specify): Professional Consulting Services (TALON)

39. Do you feel there is a need for:

Yes replies only--

(6) Training in administrative concepts and practices for top administrators? ASLA, ALA, RGC/SLA, OLA, TCLE, DCLA

(8) Training in administrative and management concepts for middle managers? ASLA, ALA, RGC/SLA, OLA, TLA, TCLE, DCLA, SC/AALL

(8) Training for first line supervisors for the role as a developer of the human resources assigned to him or her? ASLA, ALA, RGC/SLA, OLA, TLA, TCLE, DCLA, SC/AALL

(8) Training that has as its objective updating the practitioner in his subject specialty? ASLA, ALA, LC/SLA, OLA, TCLE, DCLA, TALON, SC/AALL

- (7) Training key personnel to optimally utilize nonprofessionals? ASLA, ALA, LC/SLA, OLA, TCLE, DCLA, SC/AALL
- (10) Provide consultation in continuing education program development for groups in your association wishing to plan continuing education programs? ASLA, ALA, LC/SLA, RGC/SLA, OLA, TLA, TCLE, DCLA, BCLA, TALON
- (8) Guides and criteria for program development? ASLA, ALA, LC/SLA, OLA, TLA, TCLE, DCLA, BCLA
- (8) Evaluative criteria by which a library can determine its needs and those of its employees in the area of continuing education? ASLA, ALA, LC/SLA, OLA, TLA, TCLE, DCLA, TALON
- (2) Other (Specify): ASLA: none; ALA: none; LC/SLA: Information on sources of special funding; RGC/SLA: none; OLA: none; TLA: Perhaps we are really just waiting for leadership, but we would rather not reinvent the wheel. Our first approach would be the determination of needs, along with a determination of the programs, if any, now being carried on by library training agencies within the state. Anything which SWLA can come up with in the way of guidelines, assignment of areas of concern to various groups or training agencies, an on-going plan, a proposal for sharing products through "packaged" programs, whatever -- this may be what we need to spark us to activity; DCLA: Roster/Directory/Guide of GOOD resource people, librarians and non-librarians, with some indication of how much they charge, etc.; BCLA: none; TALON: none; BRLA: none; SC/AALL: none

APPENDIX 7PARTICIPANTS IN THE CELS STRATEGY MEETING OF MAY 19, 1973Group I

Peter Hiatt, (Consultant)
 Esta Lee Albright, New Mexico State Library
 Harry Clark, Univ. of Oklahoma Library School
 Frances Neal, Arkansas Library Commission
 Dewey Carroll, N.T.S.U. School of Library Science
 Sam Dyson, Louisiana Library Association
 Heartsill H. Young, SWLA

Group II

Elizabeth Stone, (Consultant)
 Marguerite B. Cooley, Arizona State Library
 D. Genevieve Dixon, TWU Library School
 Don F. Dresch, New Mexico Library Association
 Leonard Eddy, Oklahoma Library Association
 Dorman H. Winfrey, Texas State Library
 David Reich, Dallas Public Library

Group III

Roderick G. Swartz, (Consultant)
 Don D. Hendricks, TALON
 Hamilton Monroe, ETSU Library School
 Murrell Wellman, Louisiana State Library
 Jerrel K. Moore, Arkansas Library Association
 Kay Franklin, Texas Library Association

Group IV

Barbara Conroy, (Consultant)
 Elizabeth Geis, Oklahoma Library Association
 William D. Gooch, Texas State Library
 Pearce Grove, SWLA
 John Miniter, TWU Library School
 Nancy Eaton, SWLA

Group V

Julie A. Virgo, (Consultant)
 Richard L. O'Keeffe, Texas Library Association
 C. Glenn Sparks, Univ. of Texas Library School
 Betty Thomas, Arizona Library Association
 S. Janice Kee, USOE Regional Library Program Officer
 Kay Haas, TALON

Others

Maryann Duggan, SLICE Office Director
 Allie Beth Martin, CELS Project Director
 Lee Brawner, SLICE Executive Committee

CELS Strategy Meeting - Summary

As a follow-up to the collection of data by questionnaire, a one-day strategy meeting was held in Dallas on May 19th. The purpose of this meeting was to review information collected in the questionnaires and begin initial work on recommendations for the final CELS report. The thirty-three participants at this meeting included the SLICE Council and its consultants, representatives of four of the seven graduate library schools in the region and five consultants from outside the regions.

Prior to this meeting summaries of the questionnaire data had been distributed to the participants. With this data in hand, groups first assembled by state and reviewed the questionnaire findings for each. A statement based on the questionnaire and on first hand knowledge was prepared for each state summarizing strengths and weaknesses, exemplary activity, critical gaps or needs.

Working in groups with the out-of-state consultants the participants outlined plans for a viable continuing education program in the region.

These plans included:

1. Goals and objectives
2. Organizational structure
3. Areas of emphasis
4. Plan of implementation including suggested methods of funding.

At a final meeting of the consultants, reactions and additional suggestions were collected and later reviewed by telephone discussions.

The products of this meeting and later telephone conferences formed the base for the final recommendations of this report contained in Section II.

APPENDIX 8LIST OF REVIEWERS WHO CRITIQUED THE FIRST DRAFT
OF THE CELS REPORT

We are indebted to the following for critiquing the First Draft of this Report and Recommendations. Many constructive suggestions were received and have been incorporated:

Lee Brawner
Dewey Carroll
Barbara Conroy
Marguerite B. Cooley
Ed Dowlin
Don Dresp
Nancy Eaton
Sallie Farrell
Elizabeth Geis
Margaret Knox Goggin
Pearce Grove
Peter Hiatt
Edward G. Holley

S. Janice Kee
Hannah Josephine Kunkle
H. Robert Malinowsky
Frances Neal
Barry Simon
Eleanor T. Smith
Glenn Sparks
Peggy Sullivan
Frances E. Thomas
Julie Virgo
Rose Vainstein
Dorothy Weiler
Heartsill Young

APPENDIX 9LIST OF TOPICS SUGGESTED BY THE OKLAHOMA DEPARTMENT OF LIBRARIES
FOR CONTINUING EDUCATION PROGRAMS

Archival and local history services and methods
Law reference services
County and regional government and planning
Municipal and metropolitan development and planning
Federal government trends affecting libraries
Public finance and taxation
Oklahoma State Government
Position classification and personnel programs
Merit system design and implementation
Management by objective techniques
PERT
Library statistics and statistical analysis
Systems analysis
Research methodology, including survey techniques
Library data processing applications
Cable television
Copyright
Intellectual freedom problems and problems of access to information
Information as a commodity and the information industry
Standards development and measurements of library achievement
Information networks
Coordinated financing for library services
Library services to special groups—disadvantaged, businessmen, handicapped,
institutionalized
Public information techniques for libraries
Community information centers
Integrated media collections and programs for libraries
The legislative process and libraries
Grant sources and proposal writing
The communications industry
Graphic arts and design

APPENDIX 10DALLAS COUNTY LIBRARY ASSOCIATION SPECIAL SERIES
IN CONTINUING EDUCATION

LIBRARIANS AS MANAGERS: HUMAN DYNAMICS WORKSHOP

Workshop Schedule

1. COMMUNICATIONS JANUARY 24, 1973
Dr. Leighton Farrell, Senior Minister, Highland Park Methodist Church
Improve your ability to communicate by evaluating your participation as a group member and your cooperation as a group member.
2. GOAL SETTING/PERFORMANCE APPRAISAL FEBRUARY 15, 1973
Glen Arnold, Management Consultant, Hay Associates
Where are you going? Is it realistic? How do you know?
3. TRANSACTIONAL ANALYSIS FEBRUARY 26, 1973
Kenneth Pepper, TH.D., Director, Pastoral Counseling and Education Center
How we can recognize and deal with our own ego-state and that of others.
"I'm OK, You're OK".
4. MOTIVATION MARCH 13, 1973
Dr. Charles Hughes, Director of Personnel & Organizational Development, Texas Instruments, Inc.
More effective management in the form of motivation through job enrichment.
5. PERSONNEL MARCH 26, 1973
Mrs. Jo Fisher, Personnel Administrator, Fairmont Hotel
Job evaluations and interviewing, are two of the topics to be explored.
6. PERFORMANCE BUDGETING/REPORT WRITING APRIL 19, 1973
Mike Harvey, Marketing Professor, Southern Methodist University
Dr. Elvis Stephens, Business Administration Professor, North Texas State University
Two topics in one session: Performance budgeting - how it can benefit us, and, Report writing - how to say it better and make your point.
7. DEMOGRAPHY/PUBLIC RELATIONS MAY 2, 1973
William A. Tolbert, Chief Demographer, Dallas Planning Department
David VanCronkhite, Senior Partner, VanCronkhite and Maloy, Inc.
Two more subjects in a single session: Demography - what is the future of the greater Dallas area, and, Public relations, - it is more than news releases and radio spots.

APPENDIX 11BIBLIOGRAPHY

1. American Library Association. Interdivision Committee on Education of State Library Personnel. Education of State Library Personnel. Chicago: American Library Association, 1971.
2. American Library Association. "Library Education and Manpower: ALA Policy Proposal." American Libraries 1 (April 1970): 341-44.
3. Lee, Robert. Cooperative Educational Development for Library Personnel: A WICHE Regional Program. Boulder, Colo.: Western Interstate Commission for Higher Education, 1969.
4. Lee Robert; Allen, Lawrence A.; and Hiatt, Peter. A Plan for Developing a Regional Program of Continuing Education for Library Personnel in the Western States. Boulder, Colo.: Western Interstate Commission for Higher Education, 1969. (ED 047 767)
5. Olson, Edwin E. Interlibrary Cooperation: Final Report. Washington, D.C.: Office of Education, Bureau of Research, 1970. (ED 046 421)
6. Public Library Association. A Strategy for Public Library Change. Chicago: American Library Association, 1972.
7. Stevenson, Grace T. ALA Chapter Relationships - National, Regional, and State. Chicago: American Library Association, 1971.
8. Stone, Elizabeth W. Continuing Library Education as Viewed in Relation to Other Continuing Professional Education Movements. Washington, D.C.: American Society for Information Science, 1974.
9. _____. Factors Related to the Professional Development of Librarians. Metuchen, N.J.: Scarecrow Press, 1969.
10. _____, ed. "Personnel Development and Continuing Education in Libraries." Library Trends 20 (July 1971): entire issue.